

Job Description

Assistant Headteacher - Inclusion





JOB TITLE: Assistant Headteacher – Inclusion

REPORTS TO: Headteacher

BAND: Leadership (13-17)

JOB PURPOSE

To support the Headteacher and Senior Leadership Team in the strategic and operational leadership of the school, with a specific responsibility for Inclusion. The Assistant Headteacher will be a visible leader, upholding the school's values and high expectations, and playing a key role in school improvement and student achievement.

The Assistant Headteacher shall undertake any professional duties of the Headteacher reasonably delegated to them by the Headteacher.

KEY CORPORATE ACCOUNTABILITIES

- Commitment to the Trust and school's vision and values;
- To maintain awareness of and commitment to the Trust's Equality, Diversity and Inclusion in Employment Policy in relation to both, employment and service delivery and to observe of conduct which prevents discrimination taking place;
- To comply with all Trust policies and procedures including the Code of Conduct, Safeguarding Policy and E-Safety Policy;
- Undertake safeguarding training at least annually, with further updates as required;
- To fully comply with the Health and Safety at Work Act 1974, the Trust's Health and Safety Policy and all locally agreed safe methods of work;
- To work with colleagues to achieve service plan objectives and targets;
- To participate in the Performance Management Procedure and contribute to the identification of team development needs; and
- At the discretion of the Head Teacher, such other activities as may from time-to-time be agreed and are consistent with the nature of the job description herein.

PRINCIPAL ACCOUNTABILITIES

Teaching & Learning

- Plan and teach lessons to the classes they are assigned to teach within the context of the school's plans, curriculum and schemes of work – both within and outside specialist subject area as necessary.
- Promote the needs of all learners within an inclusive environment.
- Ensure the planning of all learner's needs are met, including those on the SEND register, and this occurs in classroom. Develop a clear and coherent strategy for different groups of vulnerable learners including (but not limited) to those on the SEND register.
- To ensure a high impact interaction programme to ensure all students are engaged and no student is left behind.
- To actively support and champion our most vulnerable students.
- To improve the educational outcomes of vulnerable students.
- Working with the Deputy Headteacher, determine, implement and review the curriculum to ensure breadth, balance and relevance to all pupils whatever their abilities, aptitudes and needs.



- Contribute to the development, implementation and evaluation of the school's policies, practices and procedures in such a way as to support the both the Trust and School's values and vision.

Health, safety and discipline

- Promote the safety and well-being of pupils.
- Maintain good order and discipline among pupils.

Management of staff and resources

- Oversee the work of the SEND team and other staff focused on specific students e.g. EAL.
- Direct and supervise support staff assigned to them and, where appropriate, other teachers.
- Contribute to the recruitment, selection, appointment and professional development of other teachers and support staff.
- Deploy resources delegated to them.

Communication

- Communicate with pupils, parents and carers.
- Working with colleagues and other relevant professionals especially multi agency.
- Collaborate and work with colleagues and other relevant professionals within and beyond the school.

Safeguarding

Fulfil personal responsibilities, and secure compliance by those working in school, for safeguarding as set out in the Children's Act, Keeping Children Safe in Education, other statutory guidance and by the Local Children's Safeguarding Board. These include:

- Operating a culture of listening to children and taking account of their wishes and feelings, both in individual decisions and the development of services.
- Operating clear whistleblowing procedures.
- Sharing information, with other professionals.
- Take responsibility as the deputy designated professional lead for safeguarding.
- Operating safe recruitment practices.
- Ensuring appropriate supervision and support for staff, including undertaking Induction, safeguarding training and reviews of practice.
- Establish, operate and monitor clear policies for dealing with allegations against people who work with children.

Professional development

- Promote the participation of staff in relevant continuing professional development.
- Participate in arrangements for the appraisal and review of their own performance and, where appropriate, that of other teachers and support staff.
- Participate in arrangements for their own further training and professional development and, where appropriate, that of other teachers and support staff including induction.

General duties and responsibilities

- To continue meet the required Teachers' Standards as set out in the School Teachers' Pay and Conditions Document.
- To continue to meet the required standards for Qualified Teacher Status.



The duties and responsibilities in this job description are not restrictive and the post-holder may be required to undertake any other duties that may be required from time-to-time. Any such duties should not, however, substantially change the general character of the post.

This organisation is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

I confirm that I have read and understood, and that I accept, the above job description:

Signature: Date: Name in full:

Assistant Headteacher Person Specification

General heading	
Qualifications & Experience	<ul style="list-style-type: none"> • Qualified Teacher Status • Qualified to at least Degree level • Experience of teaching across the age and ability range • Held a position of responsibility for an area of management or leadership for at least one year • NPQSL desirable • Experience of working in more than one school desirable • Evidence of recent and relevant professional development • SENDCO qualification (or working towards qualification)
Communication	<ul style="list-style-type: none"> • Proven ability to use clear language to communicate information unambiguously • Proven ability to listen effectively • Able to overcome communication barriers with pupils and adults • Established effective partnerships with parents/carers, including working with vulnerable families • Excellent interpersonal and communication skills at all levels
Working with children	<ul style="list-style-type: none"> • Ability to understand and support pupils with developmental difficulty or disability • A proven track record of impact on pupil achievement • Understand and support the importance of physical and emotional wellbeing • Emotional resilience in working with challenging behaviours and a full commitment to inclusion on all levels • A passion for ensuring all children and young people achieve to the best of their abilities
Working with others	<ul style="list-style-type: none"> • Understanding of a Multi Academy Trust framework and the ability to work with Trust senior leadership team members • Understand the role of others working in and with the school and the use of different leadership styles and approaches • Understand and value the role of parents and carers in supporting children • Ability to establish rapport and respectful and trusting relationships with children, their families and carers and other adults • Know when, how and with whom to share information

Skills, Abilities and Knowledge	<ul style="list-style-type: none"> • The ability to demonstrate a positive attitude and to develop and maintain positive and supportive relationships with pupils, staff, parents, Trust senior leadership team and agencies • Knowledge of the KS3 and KS4 curriculum • Excellent organisational and time management skills and an ability to prioritise • A thorough knowledge and understanding of how pupils learn, develop and progress through life stages and events • How IT can be used effectively to motivate pupils to learn • The ability to use curriculum management to ensure the school's role in providing effectively for all pupils • How to monitor, record and extrapolate relevant information to evaluate pupil progress and development and report to parents, school senior leadership team and other professionals and agencies
General	<ul style="list-style-type: none"> • Awareness of and commitment to equality and how equalities and inclusion policies are implemented in schools • Knowledge about the importance of health and safety and the role of the individual in promoting and safeguarding the welfare of the pupil • Good understanding of and commitment to child protection procedures • Understand procedures and legislation relating to confidentiality • Be prepared to develop and learn in the role