



Assistant Headteacher (Inclusion) – Job Description

Responsible to: Headteacher

Purpose of the Post

The Assistant Headteacher will support the Headteacher and Deputy Headteacher in providing professional leadership for the school, working to establish a culture that promotes excellence, equality and high expectations, and gives every learner the confidence to succeed.

Specific Roles

- Lead for Inclusion across the school:
 - Special Educational Needs Co-ordinator (SENDCo);
 - Designated Teacher for Children in Care
 - Lead for the Pastoral Support Team (PST)
 - Oversight of provision for young carers and pupils with medical conditions.
 - Oversight of vulnerable pupils including Pupil premium groups (FSM, LAC, Service Families)
- Deputy Designated Safeguarding Lead (DDSL)
- Oversight of the use of TAs and their CPD;
- Co-ordinator for intervention programmes and in-class support across the school;

The Assistant Headteacher (Inclusion) will not normally have responsibility for a class, but may be involved in group teaching and/or modelling of inclusive practice – up to 20%.

Duties and Responsibilities:

Strategic Direction and Development of the School

- To ensure that the school vision is articulated clearly, shared, understood and acted upon by all stakeholders.
- To lead by example, providing inspiration and motivation, modelling the values and vision of the school in every day practice and work.
- To work alongside the Headteacher, Deputy Headteacher and other senior colleagues to create and implement a strategic plan which identifies priorities and targets for ensuring that pupils achieve high standards and make progress, increases teachers' effectiveness and secures school improvement.
- To work with the Headteacher and Deputy headteacher in setting, promoting and maintaining a high standard of behaviour and mutual respect throughout the school, ensuring all staff are motivated, trained and empowered to pursue these standards.
- To oversee the school's strategy for Pupil Premium.
- To monitor, evaluate and review the effects of policies, priorities and targets for SEND and vulnerable groups, including the 'local offer for SEND', and to take action as necessary.

Leading Teaching and Learning

- To work in partnership with the Headteacher and Deputy Headteacher in securing and sustaining effective teaching and learning throughout the school, with a particular focus on

teachers' use of inclusive pedagogy within the classroom, and the deployment and training of the classroom support team.

- To monitor, evaluate and review classroom practice and promote a wide range of relevant improvement strategies in the pursuit of excellence, with particular responsibility for SEND and vulnerable groups.
- To work collaboratively with teachers and the classroom support team to develop an inclusive approach to teaching and learning, through modelling, coaching and developing their self-evaluation skills in the classroom.
- To use data effectively in order to identify priorities, target interventions and devise action plans for SEND/vulnerable pupils.
- To advise staff on providing appropriate adaptations to the curriculum for SEND pupils.
- To work with the DHT to ensure a consistent and continuous school wide focus on pupils' achievement, using data and benchmarks to monitor progress and support every child's learning.
- To challenge underperformance at all levels and ensure effective corrective action and follow-up.

Leadership and Management of Staff

- To work with other members of the SLT to implement and sustain effective systems for the management of staff performance.
- To plan, allocate, support and evaluate work undertaken by teams and individuals, ensuring a clear delegation of tasks and devolution of responsibilities in a manner consistent with their conditions of service, ensuring a reasonable work life balance.
- Alongside the Headteacher and Deputy Headteacher, provide the opportunity for high quality continuing professional development for staff based on assessment needs.
- To provide support and guidance for staff regarding SEND and other vulnerable groups (including induction for new staff and termly meetings with year groups).
- To identify and broker appropriate training for staff regarding inclusion/ SEND/ vulnerable groups.
- To plan and chair half-termly training meetings for classroom support team.
- To contribute to the collaborative learning culture within the school and actively engage with other schools and agencies to build effective learning communities.
- To ensure that staff are well informed about aspects of school life in order to promote good communication and high morale.
- To take responsibility for developing, managing and reviewing their own personal development.

Securing Accountability

- To be committed to the school working effectively and efficiently towards the academic, moral, social, emotional and cultural development of all its pupils, with a particular focus on provision for, and achievement of, SEND/vulnerable groups.
- To work in partnership with the governing body, reporting on key actions and future plans for SEND/vulnerable groups and providing the annual report for governors on LAC pupils.
- To ensure that parents and pupils are well-informed about provision for SEND/vulnerable children.
- To foster an environment of self evaluation, personal development and improvement.
- To reflect on personal contributions to school achievement and take account of feedback from others.

Managing the Organisation

- To work with the Headteacher to produce and implement clear, evidence-based improvement plans and policies for the development of the school and its facilities, with specific responsibility for SEND/vulnerable groups.
- To use and integrate a range of technologies effectively and efficiently to support inclusive practice.
- To encourage and develop good teamwork and strong communication systems across the classroom support team.
- To assist the Headteacher and Deputy in aspects of the day-to-day administration of the school.
- To support the Headteacher in managing the school's human resources effectively, with particular responsibility for classroom support staff deployment.

Strengthening Community

- To work with the Headteacher in building and developing a school culture and curriculum which takes account of the richness and diversity of the school's communities, and to ensure implementation of the school's equality policy.
- To cooperate and work with the relevant agencies to protect children.
- To develop effective links with outside agencies in order to support all pupils from vulnerable groups (including EP service, Hampshire Primary Behaviour Support, CAHMS, social care, speech and language, OT service, outreach support etc.)
- To create and maintain an effective relationship with parents and carers to support and improve pupils' achievement and personal development, and ensure that parents are provided with appropriate information to enable them to support their child's learning.
- To promote partnership working with others schools and preschools, sharing effective practice and promoting innovative initiatives.
- To seek opportunities to invite parents and carers, community figures, businesses or other organisations into the school to enhance and enrich the school, curriculum and wider community.

This job description may be amended at any appropriate time, following consultation between the Headteacher and Assistant Headteacher, and will be reviewed annually.