

Stow Heath Primary School



ASSISTANT HEADTEACHER FOR INCLUSION

Job Description & Person Specification Brochure

SEPTEMBER 2023

Stow Heath Primary School
Assistant Headteacher for Inclusion Job Description



Job Title	Assistant Headteacher for Inclusion
Salary Scale	Leadership Scale Point 3-7
Responsible to	Headteacher & Governing Body
Line Manager	Headteacher

Purpose of Job

The fundamental task of the Assistant Headteacher for Inclusion is to support the Headteacher and Deputy Headteacher in raising the standards of teaching, learning and attainment for all SEND pupils at Stow Heath by developing the skills and expertise of all staff through modelling good practice, targeted coaching, mentoring and lesson observations.

This role comes with a timetable of up to 50% within the specialism of SEND, appropriate to the demands of the role and the need of the school.

The Assistant Headteacher for Inclusion holds a very important strategic role in the leadership of this school to support and promote an inclusive culture throughout the school, enabling all children to achieve their best, overcoming barriers to learning and participation. It entails coordinating appropriate provision for children with special needs and liaising with colleagues, parents/carers and outside agencies.

- To work in partnership with the Headteacher and Deputy Headteacher, developing the vision and strategic plans.
- To share responsibility for the day-to-day running of the school.
- To promote and maintain the positive and effective ethos.
- To assist the Head and Deputy Headteacher in their responsibility to the Governors for the effective administration and management of the school.
- To promote our values and ethos both within and outside the school.
- Coach and mentor staff to enable all pupils to make the best progress possible.
- To act as one of the Deputy Designated Child Protection leads for the school due to the nature of the role

School currently has an unofficial resource provision, which school refers to as Rockets, for high needs pupils currently on roll. The successful postholder will line manage all staff in this provision.

As part of the DfE School Rebuild Programme, Stow Heath will also have an official resource base as part of the new build in the coming years.

The Assistant Headteacher for Inclusion will have specific key accountabilities set out under three key areas of responsibility:

- 1. Strategic direction and development of SEND**
- 2. Teaching and learning**
- 3. Leading and managing staff**

Strategic direction and development of SEND provision in the school	<p>The Assistant Headteacher for Inclusion will co-ordinate, with the support of the Headteacher, Deputy Headteacher and Governors and within the context of the school’s aims and values, the development and implementation of SEND policies in order to raise achievement and improve the quality of the education provided:</p> <ul style="list-style-type: none"> • Supporting staff in addressing the needs of SEND pupils and ensuring systems are in place for staff training, pupil intervention and provision maps • Ensuring objectives to develop SEND provision across school is reflected in the School Improvement Plan • Monitoring the attainment and progress of SEND pupils and adapt provision accordingly • Undertake monitoring activities to evaluate the effectiveness of teaching and learning for SEND pupils across school • Analyzing and interpreting relevant school, local and national data and act in response to findings • Liaising with staff, parents and external agencies and other schools to co-ordinate support for pupils.
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<p>Teaching and Learning</p>	<p>The Assistant Headteacher for Inclusion will develop, with the support of the Headteacher and colleagues, effective ways of overcoming barriers to learning and sustaining effective teaching through demonstrating effective practice, the analysis and assessment of pupils' needs, the monitoring of the quality of teaching and standards of pupils' achievements, and by setting targets for improvement:</p> <ul style="list-style-type: none"> • Demonstrating outstanding quality first teaching in order to establish credibility and act as a role model for teaching and support staff. • Identifying and adopting the most effective teaching approaches. • Monitoring teaching and learning activities to meet the needs of all pupils through: <ol style="list-style-type: none"> 1. Monitoring the quality of teaching and pupil attainment and progress 2. Target setting including provision maps 3. Developing and maintaining a recording system for monitoring progress and provision 4. Promoting learning skills that will develop pupils ability to work independently • Improve the effectiveness of formative assessment practice within the specified area to drive the focus for teaching and learning. • Liaising with other schools to ensure the continuity of support and learning when transferring pupils with SEND • Undertaking day to day co-ordination of SEND provisions through close liaisons with staff, parents and external agencies • Maintaining and developing a range of resources, coordinating their deployment and monitoring their effectiveness in meeting the needs of the children
<p>Leading and Managing Staff</p>	<p>The Assistant Headteacher for Inclusion will support staff who are involved in working with pupils with SEND by ensuring all those involved have the information necessary and develop the strategies required to secure improvements in teaching and learning and sustain staff motivation:</p> <ul style="list-style-type: none"> • Ensuring all members of staff recognise and fulfil their statutory responsibilities to pupils with SEND • Providing training opportunities for learning support assistants and other teachers to learn about effective strategies to support pupils with SEND • Disseminating good practice in SEND across the school. • Providing regular information to the Headteacher and governing body on the evaluation and impact of SEND provision. • Line manage Teaching Assistants, including the appraisal process. • Share with the Headteacher and Deputy Headteacher in the pastoral care of all the school staff. • Advising the Headteacher and governing body on the efficient and effective deployment of staff.
<p>Additional Expectations of a Senior Leader</p>	<p>In addition to the specific responsibilities outlined above, the Assistant Headteacher for Inclusion, as a senior leader within the school, will be expected to:</p> <ul style="list-style-type: none"> • Support the aims and ethos of the school. • Set a good example in terms of dress, punctuality and attendance • Take on any additional responsibilities which might from time to time be agreed with the Headteacher or Deputy Headteacher. • Undertake lunch duties on rota with other senior leaders • Be present on gates during morning and afternoons. • Attend and participate in open evenings and pupil performances. • Build strong links with parents/carers. • Uphold the school's behaviour code and uniform regulations. • Participate in and where appropriate lead staff training. • Attend and where appropriate lead team, SLT and staff meetings. • Develop strong links with Governors, LA support teams, outside agencies, and neighbouring schools. • Take appropriate responsibility for her/his own health, safety and welfare

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Data Protection:

It is essential when working with computerised systems that you are completely aware of your responsibilities at all times under the Data protection Act 1984 for the security, accuracy, and significance of personal data held on such systems.

Review Of The Job Description:

The job description will be reviewed annually. It can be amended as circumstances deem necessary and following reasonable negotiation, at the request of the Headteacher or Post Holder.

Signed: Date:.....

Headteacher: Date:

Person Specification		
	Essential	Desirable
Training and qualifications	<ul style="list-style-type: none"> • Qualified Teacher Status • Degree Level • Accredited SENCO qualification • Have evidence of continuous participation in in-service development and a commitment to further professional development 	<ul style="list-style-type: none"> • Relevant training in current practice within Special Educational Needs and Inclusion
Experience	<ul style="list-style-type: none"> • Experience of teaching in the primary phase • Experience of working successfully and co-operating as a member of a team • Experience of leading teaching and learning initiatives outside of their own classroom • Experience of identifying and developing high quality, inclusive SEND provision • Experience of working with parents to ensure the best possible outcomes for children • Experience of setting targets and monitoring, evaluating and recording progress 	<ul style="list-style-type: none"> • Experience of coaching and mentoring colleagues. • Experience of giving feedback to colleagues. • Experience of working within more than one key stage. • Experience of working with specialist external agencies • Experience of leading training of other teacher
Knowledge & Understanding	<ul style="list-style-type: none"> • Knowledge of the SEN Code of Practice. • Knowledge of the safeguarding requirements in a school. • Knowledge of effective teaching and behaviour management strategies to support individual needs. • Knowledge and understanding of setting targets and monitoring progress. 	<ul style="list-style-type: none"> • Awareness of the requirements of the DfE guidance on supporting children with medical conditions in school. • Awareness of the requirements for schools under the Equalities Act 2010. • Knowledge and understanding of using comparative information about attainment. • Knowledge and understanding of The Graduated Approach within the SEN Code of Practice.
Skills	<ul style="list-style-type: none"> • Demonstrate passion for developing highly inclusive provision for children with SEND and other individual needs. • Ability to support staff you work closely with to understand the needs of the SEND pupils in your class and how to meet those needs. • Present and communicate effectively to a variety of audiences • Demonstrate excellent teaching and learning skills and be able to create a positive, challenging and effective learning environment 	<ul style="list-style-type: none"> • Support staff in understanding the needs of the SEND pupils and to help to identify and disseminate the most effective teaching methods for those pupils. • Confidently use information technology Advise and motivate teaching staff with SEN initiatives. • Influence and negotiate with others.

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Professional Values	<ul style="list-style-type: none">• To establish and maintain excellent professional relationships with pupils, parents and colleagues• To set high expectations of all pupils and be committed to raising educational achievement• To adopt a flexible approach to working• To maintain confidentiality	
Personal Attributes	<ul style="list-style-type: none">• To have good personal presence and a sense of humour.• To be approachable, accessible and flexible.• To be able to use own initiative.• To demonstrate flexibility appropriate to circumstances.• To be passionate about ensuring excellence for all.• To communicate enthusiasm and energy.• Excellent interpersonal and communication skills.	