



Assistant Headteacher - Inclusion

This job description and person specification is based on requirements set out in the [School Teachers' Pay and Conditions Document](#), and where relevant, the [Teachers' Standards](#) and the [National Standards of Excellence for Headteachers](#).

Job title: Assistant Headteacher - Inclusion.

Salary: L1 - L5 (£42,195 - £46,566).

Contract type: Full-time, permanent position with up to 0.5 teaching responsibility (to be negotiated).

Reporting to: The Headteacher.

Responsible for: SENCO, the SEND Team and 1:1 Teaching Assistants.

Main purpose

The Assistant Headteacher, under the direction of the Headteacher, will lead on inclusion at Florence Melly Community Primary School, providing the strategic direction for inclusive practices.

This will primarily include:

- ▶ Creating a clear vision and ethos for inclusion across the school, setting out ambitious expectations for all pupils with special educational needs and disability (SEND) and ensuring that pupils with SEND are included in all aspects of school life.
- ▶ Determining the strategic development of our SEND policy and provision in order to raise the achievement of our children with SEND, those eligible for Pupil Premium and those identified as vulnerable.
- ▶ Providing professional advice and support to colleagues so that children with SEND and those eligible for the Pupil Premium make rapid progress and achieve the best possible outcomes.
- ▶ Ensure an exceptional quality of education is provided to all of our pupils, including the most disadvantaged pupils and pupils with SEND (working closely with the AHT responsible for the Quality of Education), ensuring that our school's DREAMS core values sit at the very heart of everything we do.
- ▶ Assessing the learning and development of pupils with SEND, and ascertaining whether pupils' outcomes are improving as a result of the different or additional provision being made for them.
- ▶ Line managing the school's SENCO, SEND team and 1:1 Teaching Assistants taking responsibility for supporting their supervision, professional development and appraisal.
- ▶ Championing provision and strategies to improve the attainment of our disadvantaged pupils - particularly in light of the disproportionately high impact of COVID-19 on the education of disadvantaged pupils.
- ▶ Ensuring that arrangements are in place to support pupils with medical conditions. In doing so, ensure that such children can access and enjoy the same opportunities at school as any other child.

The Assistant Headteacher (Inclusion) role will also have a timetabled teaching commitment of up to 0.5, complying with the teachers' standards and modelling best practice for others.

They may also be required to undertake any of the duties delegated from the Headteacher.

Key Responsibilities

Leadership

Under the direction of the Headteacher:

- ▶ Support the Headteacher and SLT in the day-to-day management of the school.
- ▶ Support the Headteacher and Governors in establishing a vision for the future of the school; demonstrating inspirational leadership and creativity.
- ▶ Communicate the school's vision compellingly and support the Headteacher's strategic leadership priorities.
- ▶ Lead by example, focusing on providing an excellent education for all pupils.
- ▶ Play a leading role in the school improvement planning process, taking account of the agreed priorities of the school and how these link with national and local initiatives;
- ▶ Lead on particular whole-school strategies and policy areas.
- ▶ Build positive relationships with all members of the school community.
- ▶ Keep up to date with innovations and developments in education.
- ▶ Contribute to the self-evaluation of the school.
- ▶ Seek training and continuing professional development to meet own needs.

Inclusion

- ▶ Ensure an exceptional quality of education is provided to all of our pupils, including the most disadvantaged pupils and pupils with SEND (working closely with the AHT responsible for the Quality of Education), ensuring that our school's DREAMS core values sit at the very heart of everything we do.
- ▶ Develop and adapt our curriculum offer so that it is coherently sequenced to all pupils' needs, starting points and aspirations for the future.
- ▶ Establish high-quality provision that prepares our pupils with SEND for their next steps in their education, employment and training, and their adult lives, including: further/higher education and employment, independent living, participating in society and being as healthy as possible in adult life.
- ▶ Support the Designated Safeguarding Lead with the review, evaluation and monitoring the school's policy and provision for looked-after and previously looked-after children and help ensure its successful implementation and publication on the school website.
- ▶ Successfully involve parents/carers and, as necessary, other professionals/specialist services in deciding how best to support pupils with SEND.
- ▶ Model and disseminate good practice in provision for special educational needs across the school;
- ▶ Identify resources needed to meet the needs of pupils with SEND and advise the Headteacher of priorities for expenditure;
- ▶ Ensure compliance with the public sector equality duty in the Equality Act 2010 and the Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017 and establish and promote the school's equality objectives.
- ▶ Promote the school's focus on providing equal and inclusive educational and non-educational services in a non-discriminatory manner for all members of our school community.
- ▶ Ensuring that the equality and SEND information that schools maintained by their local authorities must publish on their website, is up to date and fully compliant.

- ▶ Ensuring that arrangements are in place to support pupils with medical conditions. In doing so, ensure that such children can access and enjoy the same opportunities at school as any other child.
- ▶ Develop and promote the school's policy for supporting pupils with medical conditions , reviewing this regularly and ensuring that it is readily accessible to parents and school staff.
- ▶ Taking responsibility for the development of individual healthcare plans, in supporting pupils at school with medical conditions.

Pupil Premium

Take the lead role in ensuring that our Pupil Premium Grant is effectively spent, including:

- ▶ Championing provision and strategies to improve the attainment of our disadvantaged pupils - particularly in light of the disproportionately high impact of COVID-19 on the education of disadvantaged pupils.
- ▶ Identifying how best to use the Pupil Premium to improve the attainment of our disadvantaged pupils.
- ▶ Developing and delivering an effective strategy including; identifying the specific challenges faced by our disadvantaged and vulnerable pupils, creating a strategy plan to address the key challenges, using evidence to assess the merit of the proposed activities and implementing, evaluating and sustaining the strategy.
- ▶ Spending the Pupil Premium Plus funding to help improve the attainment of looked-after children and previously looked-after children.
- ▶ Ensure that our Pupil Premium strategy is embedded within a broader strategic implementation cycle - embedding these principles into the day-to-day life of our school.
- ▶ Working in collaboration with the Assistant Headteacher for Quality of Education to identify and ascertain how best to spend the recovery premium as part of the government's package of funding to support education recovery.
- ▶ Ensuring that the Pupil Premium information that schools maintained by their local authorities must publish on their website, is up to date and fully compliant.

General Responsibilities

- ▶ Deputise for the Headteacher in their absence (where necessary).
- ▶ Maintain a high profile and visible presence around school.
- ▶ Support a broad range of out of hours activities and events.
- ▶ Any other reasonable duties necessary to ensure the smooth running of the school.

IF YOU CAN DREAM IT, YOU CAN DO IT!