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**Job Description**

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| **School: Allenton Primary School** |
| **Post Title: Assistant Headteacher Inclusion Lead** |
| **Grade/Pay Range: Leadership L1-L5** |
| **Hours/weeks: Full time permanent** |
| **Reporting to: Head Teacher and Governors of the school** |
| **Department/Team: Teaching /SLT** |

**Overall Purpose of Post**

To play a strategic role under the direction of the Head Teacher in formulating the aims and objectives of the school, establishing and enacting the policies through which they shall be achieved, managing and holding staff to account, managing resources to achieve the aims and objectives of the school and monitor progress towards their achievement with a particular focus on Inclusion including behaviour and pupils with SEND.

**Main Duties and Responsibilities**

You will be required to carry out the following duties. The nature of the Academy year requires some of these tasks to be done regularly whilst others will be on an annual cycle. The post holder will be expected to use all Trust standard computer hardware and software packages where appropriate. Specific responsibilities include:

**Qualities and Knowledge**

* Ensure the vision for the school is clearly articulated, shared understood and acted upon effectively by all;
* Demonstrate the vision and values of the school in everyday work and practice;
* Motivate and work with others to create a shared culture and positive climate.
* Ensure through leading by example, the active involvement of pupils and staff in their own learning.
* Reflect on personal contribution to school achievements and take account of feedback from others.
* Agree, monitor and evaluate the pupil progress targets to make a measurable contribution to whole school targets (with a particular focus on SEND pupils)
* Engage all staff in the creation, consistent implementation and improvement in schemes of work and curriculum plans which encapsulates key school learning strategies.
* Provide guidance on a choice of teaching and learning methods / strategies.
* Coach and mentor.
* Model and demonstrate.
* Act as a consultant for other staff.
* Exemplify good practice.
* Evaluate the quality of teaching and standards of achievement, setting targets for improvement.
* Be a proactive and effective member of the Senior Leadership Team, championing SEND.
* Undertake the role of the SENDCO for the school including
  + fulfil all statutory elements of the role
  + support staff with the identification of SEND pupils
  + undertake the day-to-day delivery and co-ordination of SEN pupils’ learning and provision
  + provide professional guidance to staff to provide good teaching for SEN pupils
  + work in partnership with external agencies.
* Undertake the role of Behaviour Lead for the school including
  + Implement and review the schools’ behaviour policy
  + Provide professional guidance to staff
  + Co-ordinate behaviour support for individuals and groups of pupils

**Pupils and Staff**

* Undertake the professional duties of the Assistant Head Teacher reasonably delegated to you by the Head Teacher.
* Be an excellent role model, exemplifying a high standard of teaching, and promoting high expectations for all members of the school community.
* Hold staff to account, manage resources to achieve the aims and objectives of the school and monitor progress towards their achievement.
* In partnership with the Head Teacher and the Senior Leadership Team, provide professional leadership and management of Inclusion (SEND and Behaviour) provision throughout the school.
* To provide professional leadership and management of School Development Plan priorities.
* Work with the Head Teacher to raise the quality of teaching and learning and pupil’s achievement, setting high expectations and monitoring and evaluating effectiveness of learning outcomes.
* Provide feedback for colleagues in a way which recognises good practice and supports their progress against professional and performance management objectives resulting in a tangible impact on students learning.
* Ensure a consistent approach to standards of behaviour, attendance and punctuality are implemented across school.
* Take responsibility for promoting and safeguarding the welfare of children and young people within school.
* Work with the Inclusion Team to support families.
* Lead on Behaviour throughout the school in conjunction with the Inclusion Team.
* Ensure targeted intervention and effective resource allocation to maximise academic progress and close attainment gaps for SEND pupils.
* Collaborate with staff to embed inclusive practices across school.

**Develop Key stage teams, subject teams and individuals**

* Undertake coaching and mentoring;
* Plan, organise and deliver staff meetings,
* Keep abreast of the latest developments, particularly in Inclusion and SEND, and disseminate effectively to other members of staff.
* Plan, delegate and evaluate work carried out by team(s) and individuals.
* Create, maintain and enhance effective relationships.
* Take responsibility and accountability for identified areas of leadership including statistical analysis of pupil groups, progress data and target setting.

**Generic / Teaching**

* You are to carry out the duties of a school teacher as set out in the current Pay and Conditions Document and subject to amendments due to Government legislation. This includes any duties as may be reasonably directed by the Head Teacher and the accountabilities expected of class teachers at Transform Trust where you will be expected to model exemplary practice.
* To facilitate and encourage learning which enables students to achieve high standards, to share and support the responsibility for the well-being, education and behaviour of all children.
* All staff are expected to uphold the school’s principles and policies which underpin good practice and the raising of standards, and are expected to uphold and promote the school’s aims and values.
* All staff will be involved in working together, as part of a team, to develop areas of provision that impact positively on learning and teaching across the curriculum.
* All staff will take an active role in the School Self Evaluation process.
* All staff are expected to actively undertake professional development through keeping abreast of the latest developments and thinking, coaching and mentoring, and self-evaluation and peer review.

**Systems and Process**

* Work with the Head Teacher to ensure the school’s accountability to a wide range of groups, particularly parents, carers, governors and the DfE; ensuring that pupils enjoy and benefit from a high quality education, for promoting collective responsibility within the whole school community.
* Develop a school ethos which enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes.
* To undertake annual appraisal arrangements, setting and agreeing targets linked to school development plan priorities with the Head Teacher.
* Work with the Governing Body (providing information, objective advice and support) to enable it to meet its responsibilities.
* Develop and present a coherent, understandable and accurate account of the school’s performance to a range of audiences including governors, parents and carers.
* Work with the Head Teacher to provide effective organisation and management of the school and seek ways to improve organisational structures and functions based on rigorous self-evaluation.
* Work with the Head Teacher to ensure the school and the people and resources within it are organised and managed to provide an efficient, effective and safe learning environment.
* Ensure the day-to-day effective organisation and running of the school including the deployment of staff, as appropriate.
* Oversee and evaluate the subject / area budget allocation to ensure the budget is spent in line with subject / area learning priorities and best value principles
* Secure and allocate resources to support effective learning and teaching within the subject area(s)
* Monitor and control the use of resources and budget according to the school’s agreed financial procedures.
* Assist the Head Teacher in the ongoing and annual review of standards of leadership, teaching and learning in specific areas of responsibility and across all areas of school provision, consistent with the procedures in the school self-evaluation policy.
* Monitor and evaluate development plans ensuring they support the achievement of the Whole School Development Plan
* Develop and implement policies and practices for the subject / area(s) which reflects the school’s commitment to high achievement and is consistent with national and local strategies and policies.
* Promote high expectations for attainment.
* Establish short, medium and long term plans for the development and resourcing for the specific areas of responsibility.
* Monitor the progress made in achieving subject / area plans and targets, and evaluate the effect on teaching and learning.
* Work with outside agencies and stakeholders to inform future action.
* Promote a culture of inclusion within the school community where all views are valued and taken into account.

**The Self-improving School System**

* Work with the Head Teacher to build a professional learning community which enables others to achieve.
* Support staff within your team and within the whole school, in achieving high standards through effective continuing professional development.
* Be committed to your own professional development.
* Treat people fairly, equitably and with dignity and respect to create and maintain a positive school culture.
* Promote the positive involvement of Parents/Carers in school life.
* Organise and conduct meetings, where appropriate with Parents/Carers to ensure positive outcomes for all parties.
* Build a collaborative learning culture within the school and actively engage with other schools to build effective learning communities.
* Acknowledge the responsibilities and celebrate the achievements of individuals and teams.
* Develop and maintain a culture of high expectations for self and others.
* Regularly review own practice, set personal targets and take responsibility for own professional development.
* Work with the Head Teacher to engage with the internal and external school community to secure equity and entitlement.
* Work with the Head Teacher to collaborate with other schools and organisations in order to share expertise and bring positive benefits to their own and other schools.
* Work with the Head Teacher to work collaboratively at both strategic and operational levels with parents and carers and across multiple agencies for the well-being of all children.

**Specific Duties for Assistant Head Teacher**

To take an active role in the Schools Leadership Team, contributing to the development of identified areas leading to high standards of teaching, effective use of resources and improved standards of learning and achievement for all children.

* To lead the appraisal identified support staff.
* To support staff in their work and fostering good relationships.
* To lead staff discussions, as appropriate, on curriculum development and educational changes within the school.
* To work with colleagues to develop and maintain links with Governors, Trust schools, neighbouring schools and all other agencies.
* To undertake other duties as may be agreed in consultation with the Head Teacher.
* To monitor the attainment and progress of individual and specific groups of pupils in consultation with the Head Teacher.

**General**

* Work in a professional manner and with integrity and maintain confidentiality of records and information.
* Maintain up to date knowledge in line with national changes and legislation as appropriate to the role.
* Be aware of and comply with all Trust policies including in particular Health and Safety and Safeguarding.
* Participate in the Trust Appraisal process and undertake training and professional development as required.
* Contribute to the overall aims and ethos of the School and Transform Trust
* Establish constructive relationships with colleagues, other schools within the Trust and outside agencies.

These above mentioned duties are neither exclusive nor exhaustive, the post- holder maybe required to carry out other duties as required by the Trust. The responsibility level of any other duties should not exceed those outlined above.

**Person Specification**

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| **Essential** | **Desirable** |
| **Qualifications** |  |
| * Qualified Teacher Status | * Evidence of additional further educational qualifications. * NPQ for SEND (or willingness to work towards) |
| **Experience** |  |
| * Be a consistently effective teacher and be able to model and exemplify this to others. * Substantial knowledge and understanding of learning and teaching across the primary age range. * Experience of a significant leadership role. * Experience of Assessment for Learning, delivery of the Curriculum. * Leading and managing change. * Experience or understanding of the unique challenges of working within a diverse school/community. | * Experience of working with school Governors. * Experience of teaching in more than one key stage. * Awareness of the additional opportunities and challenges of Academy status. * Safeguarding strength/background. |
| **Knowledge & Understanding** |  |
| * A practitioner with a very good knowledge and understanding of: * Current national education initiatives, particularly around SEND and behaviour * Target setting; pupil tracking; and other methods of analysing both pupil attainment and achievements. * The importance of measuring the impact of interventions and taking next steps to ensure progress. * Strategies for inclusion and development of all children. * A commitment to developing an enriched and diverse curriculum both in school and through extra- curricular activities. * ICT and its effective use as a management tool as well as across the curriculum to enhance teaching and learning. * Child Protection and Safeguarding procedures and legislation. | * Active contribution to the whole School Improvement Plan. * Monitoring and reviewing the School Improvement Plan. * Working in partnership with parents and outside agencies. |
| **Leadership Skills** |  |
| * Take a lead role in school development * Communicate clearly and effectively with all those involved in the life of the school. * Be flexible and supportive of all staff. * Contribute to staff development activities; experience of coaching and mentoring staff to improve quality of teaching. * Set a good example in terms of punctuality, attendance and general professionalism. * Think creatively and imaginatively to solve problems and identify opportunities. * Lead and manage people to work both individually and in teams; to facilitate a collaborative approach to decision making. * Ability to work in tandem with the headteacher enabling school vision to be put into practice. | * Experience of motivating and inspiring confidence in pupils, staff, parents, governors and the wider community in order to further develop and promote the school. * Dealing sensitively with people and resolving conflicts. * Deploying staff to ensure children/ groups of children make good or better progress. * Attending Governor meetings. * Willingness to partake in Trust networks |
| **Personal Attributes** |  |
| Ability to plan time and organise work effectively.  This will include an ability to:   * Prioritise and manage time. * Have a sense of humour, energy and enthusiasm. * Be an excellent communicator. * Capacity to influence others. * Be approachable. * Work under pressure and meet deadlines. * Be self-motivating and set personal goals. * Be innovative |  |

**References are essential**

At least two fully supportive references, one from the current employer.