

INCLUSION ASSISTANT HEADTEACHER AND SENCO

Job Description

Job title: Assistant Headteacher	Start date: ASAP	Salary: L4 – L8
Contract type: Permanent	Hours: Full time	Post reports to: Deputy Headteacher
Responsible for: Leadership, management and accountability for SEND and Inclusion		

Main purpose

The Inclusion Assistant Headteacher will not usually have their own class, but will have a timetabled teaching commitment, complying with the Teachers' Standards and modelling excellent practice for others. Where necessary and / or impactful the Inclusion Assistant Headteacher will undertake cover of classes and groups of children, lead intervention groups and team teach alongside colleagues.

In addition to the roles and responsibilities of class teachers at the school, the Inclusion Assistant Headteacher will work with the Headteacher and Deputy Headteacher to have a significant role in:

- Formulating, communicating and delivering the school's vision, values and ethos;
- Day-to-day management of the school;
- Formulating and implementing the strategic and operational priorities, aims and objectives of the school;
- Establishing, promoting and upholding policies, procedures, systems and processes for achieving the above;
- Managing staff, resources, time and budgets in order to achieve the above;
- Monitoring and evaluating progress towards the achievement of objectives and using this to inform school improvement priorities.

The Inclusion Assistant Headteacher will also be required to:

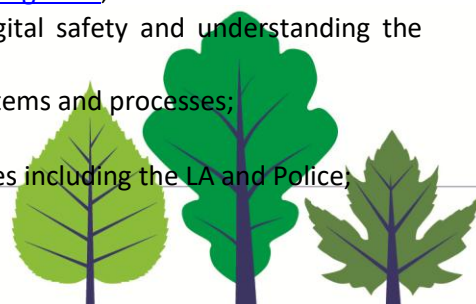
- Act as the school's Senior Mental Health First Aider with responsibility for pupils;
- Be an active member of the school's Health and Safety team;
- Support the Deputy Headteacher with Pupil-Premium and progress of disadvantaged pupils;
- Contribute to subject leadership of relevant curriculum areas (for example PSHE and RSE);
- Effectively manage budgets and financial procedures relevant to SEND and Inclusion;
- Work with the governing board as appropriate;
- Deputise for the Headteacher, in the absence of the Deputy Headteacher and the Senior AHTs;
- Undertake any professional duties reasonably delegated by the Headteacher.

Where SEND is referred to, it includes all areas of Special Educational Needs and disability (for example medical, social, emotional, mental health, cognition, learning, communication, interaction, sensory and / or physical needs.)

Key Accountabilities

As Deputy Designated Safeguarding Lead (DDSL), the Inclusion Assistant Headteacher will work under the direction of the DSL and alongside other DDSLs to support with:

- Fulfilling the requirements outlined in the latest version of [Keeping Children Safe in Education \(KCSiE\)](#). Particularly as identified in '[Annex C: Role of the designated safeguarding lead](#)';
- Leading safeguarding and child protection (including online and digital safety and understanding the filtering and monitoring systems and processes in place);
- Develop and promote effective safeguarding policies, procedures, systems and processes;
- Support and advise staff to carry out their safeguarding duties;
- Liaise closely with children's social care and other agencies and services including the LA and Police;



- Respond to disclosures and inform the Headteacher of any possible allegations or Low Level Concerns;
- Complete relevant DSL training, at least biennially, and comply with the training requirements of KCSiE;
- Act as the DSL in the absence of the DSL (Deputy Headteacher) and Family Work Coordinator (DDSL).

As the designated SENCO, the Inclusion Assistant Headteacher will be responsible for:

- Strategic leadership, management and development of SEN policy and provision, including teaching, learning, assessment, pupil progress and outcomes for pupils with SEND;
- Day-to-day operation of the SEN policy and provision for pupils with SEND or additional barriers to learning;
- Providing professional guidance, advice and support to colleagues;
- Working closely and communicating effectively with staff, parents / carers, external agencies and professionals, including relevant website content and reports;
- Maintaining an accurate and up-to-date SEND register and provision map;
- Implementation of the graduated approach to SEN support;
- Identification of pupils with SEND and securing relevant services;
- Effective monitoring and review of SEND provision, including interventions, support plans and EHCPs;
- Completion of relevant documentation for SEND;
- Making sure the school fulfils all statutory duties regarding the SEND Code of Practice, Equality Act 2010 and other relevant frameworks and guidance;
- Supporting with admissions and transition for pupils with SEND;
- Supporting with administration of any statutory assessments, moderation and tests for pupils with SEND and barriers to learning, including reasonable adjustments.

As the designated Teacher for LAC, the Inclusion Assistant Headteacher will be responsible for:

- Being a central point of initial contact within school for LAC;
- Ensuring that LAC children aren't placed at a disadvantage and are given the support they need to succeed;
- Setting high expectations and promoting a culture of prioritising support for LAC pupils;
- Advising and supporting colleagues on effective strategies and adaptation for LAC pupils;
- Attending reviews, providing reports and feedback, preparing relevant documentation (including PEP);
- Working collaboratively and communicating effectively with pupils, parents / carers, guardians, external agencies, virtual school head (VSH), Local Authority, social workers and other relevant professionals.

Duties and Responsibilities

Under the direction of the Headteacher or Deputy Headteacher, the Inclusion Assistant Headteacher will:

Teaching and Learning, Curriculum and Assessment

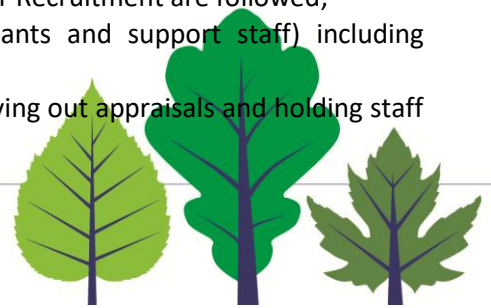
- Develop and lead effective use of high-quality resources, scaffolding, adaptations and responsive teaching to facilitate inclusion and access to the curriculum for all pupils particularly those with identified barriers to learning including SEND, EAL and disadvantage;
- Develop and maintain high quality learning environments related to SEND, EAL and inclusion;
- Support development of an inclusive curriculum that is accessible and challenging for all pupils.

Behaviour

- Encourage and develop high standards of behaviour from all pupils, built on rules and routines that are understood by staff and pupils and clearly demonstrated by all adults in school;
- Work with the Deputy Headteacher to collect, track, analyse, report on and use a range of data relating to behaviour incidents to inform systems, processes, strategies, practices and policies across the school;
- Promote a relational approach to behaviour management and support others to be successful with this;
- Lead on the school's approach to Bullying including Cyber Bullying.

Staff Management and Professional Development

- Support with recruitment of staff and ensure the requirements of Safer Recruitment are followed;
- Line manage designated teams of staff (teachers, teaching assistants and support staff) including attendance management, HR, welfare, conduct and performance;
- Performance manage designated teams and individuals including carrying out appraisals and holding staff to account for their performance;



- Manage staff well with due attention to workload;
- Source, organise and deliver high-standard professional development opportunities for staff;
- Use coaching and mentoring to empower and develop staff;
- Provide regular, meaningful and timely feedback for staff;
- Keep up to date with and share, as appropriate, developments in education;
- Proactively seek and engage with training, professional reading and opportunities for continual professional development to meet own needs.

Organisational Management and School Improvement

- Ensure staff and pupils' safety and welfare through effective approaches to safeguarding;
- Ensure rigorous approaches to identifying, managing and mitigating risk and effective health and safety;
- Ensure effective use of budgets and resources;
- Establish and oversee systems, processes and policies so the school operates effectively and efficiently;
- Lead ongoing and annual review of standards of leadership, teaching and learning and outcomes;
- Write, implement, monitor, evaluate and measure impact of (short, medium and long term) strategies, strategic development plans, action plans, policies and relevant documentation for areas of responsibility including contributing to the school improvement strategy, self-evaluation and school development plan;
- Lead and support wider staff with a full range of monitoring and evaluation activities including lesson observations, drop-ins, learning walks, book / work scrutiny, data analysis and pupil/staff voice;
- Identify problems and barriers to school effectiveness, and develop strategies for school improvement that are realistic, timely and suited to the school's context;
- Make sure school improvement strategies are effectively implemented, monitored and measured.

Please note that this job description is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the Inclusion Assistant Headteacher will be required to carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the Headteacher. Similarly, not all of the above duties will need to be performed all of the time and will vary according to the needs of the school at different points. The specific focus for the Inclusion Assistant Headteacher's work will be negotiated and agreed at the beginning of each performance management cycle.

Conditions of employment

The above responsibilities are in accordance with the current School Teachers' Pay and Conditions Document in terms of duties and working time and are also subject to any local agreements and LA guidance on interpreting conditions of service.

Review and Amendment

This job description is normally subject to annual review. Subject to the provisions of the School Teachers' Pay and Conditions Document it may be amended at the request of the Governing Body or the Headteacher but only after full consultation between them. It will be signed if agreement is reached.

Complaints

If, following review and amendment, agreement is not reached, the appropriate procedures should be used for the settling of any disputes.

Where the role holder is disabled every effort will be made to supply all necessary aids, adaptations or equipment to allow them to carry out all the duties of the role. If, however, a certain task proves to be unachievable, job redesign will be given full consideration.

Note: This job description may be amended at any time in consultation with the postholder.

Postholder:

Signed:

Date:

Line Manager:

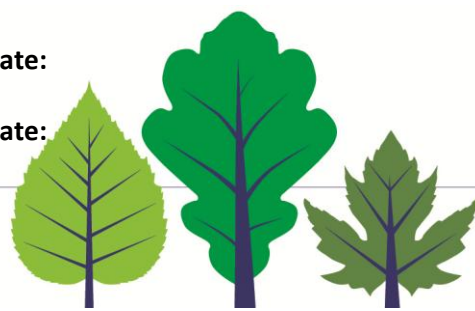
Signed:

Date:

Headteacher:

Signed:

Date:



INCLUSION ASSISTANT HEADTEACHER AND SENCO

Person Specification

Professional Qualifications and training	
1. Qualified Teacher Status.	E
2. First Degree or Equivalent.	E
3. NASENCO qualification	E
4. Professional qualification related to leadership and management (eg NPQML, NPQSL, NPQH).	D
Experience	
5. Successful leadership and management in a school at a middle leadership level related to SEND or Inclusion including working well under pressure, prioritising and effective delegation (minimum of three years).	E
6. Minimum five years primary class teaching.	E
7. Involvement in school improvement including self-evaluation, development planning and external quality assurance.	E
8. Coaching, mentoring, performance management and holding others to account.	E
9. Significant contribution to staff development and training.	E
10. Leading whole school initiatives, demonstrating impact on raising standards/outcomes.	E
11. Successful completion of SEND related documentation and reports including EHCP process.	E
12. Responding to safeguarding disclosures and creating a culture of excellent safeguarding.	E
13. Working collaboratively with a wide range of external professionals and agencies.	E
14. Working as a designated SENCO within an education setting.	D
15. Responsibilities of a Deputy / Designated Safeguarding Lead.	D
16. Successful leadership and management in a school at a senior level.	D
17. Line management including HR, attendance management and disciplinary.	D
18. Effectively managing difficult conversations.	D
19. Supporting and leading recruitment processes in line with Safer Recruitment, including induction.	D
20. Complying with relevant health and safety regulations, including risk assessments.	D
21. Contributing to governance and working with the governing body.	D
22. Effective management of budgets and compliance with financial procedures.	D
23. Responding to parental and external complaints, concerns and feedback.	D
24. Working in more than one school and / or a school(s) with similar characteristics to ours.	D
Skills, Knowledge & Understanding	
25. Understanding of high-quality, inclusive and responsive teaching and learning for pupils with SEND and the ability to articulate and model this in order to support others to improve, including use of specific strategies.	E
26. Strong understanding of assessment related to SEND and effective use of a range of data to raise standards.	E
27. Skills, knowledge and understanding relevant to SEND and inclusion (e.g. SEND Code of practice, Graduated Approach, Local Offer, Ofsted requirements, admissions, transition, attendance, alternative / specialist provision, resources, adaptations, reasonable adjustments).	E
28. Establish and maintain positive working relationships with a range of stakeholders including parents/carers.	E
29. A positive, relational approach to behaviour management and understanding of a range of strategies to support pupils with SEND, staff and parents / carers in meeting high standards in this area.	E
30. Effective communication and interpersonal skills with a range of audiences and purposes.	E
31. Understanding of safeguarding and child protection requirements.	E
32. Understanding of requirements for Looked-After and Previously Looked-After Children.	E
33. Engage with wider professional reading, research and evidence based practice.	D
34. Awareness and understanding of child development, attachment and developmental trauma.	D
Personal Qualities	
35. Child-centered and relational with high expectations for all.	E
36. Approachable, empathetic and nurturing. Listens and responds to others. Remaining calm at all times.	E
37. Self-awareness. Honesty when making mistakes and able to learn from them. Able to ask for help.	E
38. Strong moral purpose and clear personal values in line with those of the school – team fit.	E
39. Adaptable, innovative, positive, pro-active and solution focused.	E
40. Commitment to safeguarding, equality, inclusion, confidentiality and wellbeing.	E

