



Job Description Head of School & Inclusion Leader

Post Holder:	
<i>The description of the duties, responsibilities and accountabilities for the post of Head of School and Inclusion Leader at Holy Trinity & St John's CEP School have been set out in this job description.</i>	
Responsibility Areas	Head of School Strategic leadership of Inclusion Member of the school's Senior Leadership Team
Accountabilities	A Generic duties relevant to all members of staff
	B Head of School and member of the Senior Leadership Team
	C Leadership and Management of Inclusion
	D Appraisal and Line Management.
Accountable to	Headteacher
Main Duties	See attached information for detailed duties and responsibilities
Signed	Date:
Signed	<i>Headteacher</i>

A - General duties relevant to all members of staff

To promote the mission, vision and aims of Holy Trinity & St John's CEP School to ensure that each child achieves their full potential

It is expected that all staff work collaboratively to share good practice, resources and ideas and realise the school vision and aims. All staff should act with professional integrity at all times, following the school 'Code of Conduct for Staff' and contribute positively to your own appraisal, and line management. Undertake specific tasks reasonably delegated by the Headteacher.

Use of ICT

ICT must be used creatively to inspire and motivate pupils where it is relevant to do so. All staff will be expected to utilise ICT and to improve communication and reduce paper use. Security procedures must be followed when using ICT systems. All staff are expected to follow (and ensure pupils follow) the procedures as laid out in the schools ICT and safety policy.

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 (as amended) for the security, accuracy, and significance of personal data held on such systems.

Health and Safety

Employees are required to work in compliance with the schools' Health and Safety policies and under the Health and Safety at Work Act 1974 (as amended), ensuring the safety of all parties they come into contact with, such as members of the public, in premises or sites controlled by the school.

In order to ensure compliance, procedures should be observed at all times under the provision of safe systems of work through safe and healthy environments, including information, training and supervision necessary to accomplish those goals.

Safeguarding

Holy Trinity & St John's CEP School is committed to safeguarding and promoting the welfare of children and young people and all staff must ensure that the highest priority is given to following the guidance and regulations to safeguard children and young people.

All staff are to have due regard for safeguarding and promoting the welfare of children, young people and adults and are to follow the safeguarding procedures adopted by Holy Trinity & St John's CEP School. Any safeguarding issues must be acted upon immediately by informing a Designated Safeguarding Lead (DSL).



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B: Head of School and member of the Senior Leadership Team

Main purpose

The Head of School will take a major role in:

- Formulating the aims and objectives of the school
- Establishing policies for achieving these aims and objectives
- Managing staff and resources to that end
- Monitoring progress towards the achievement of the school's aims and objectives
- Lead Collective Worship across the school
- Working with the DHT – Teaching, Learning & Assessment and HT, evaluate and develop the schools Christian Distinctiveness in line with the SIAMS inspection framework
- Undertake the role of Deputy Designated Safeguarding Lead
- The Head of School will also be expected to fulfil the professional responsibilities of a Headteacher, as set out in the School Teachers' Pay and Conditions Document (STPCD).

Duties and responsibilities

Qualities and knowledge

The Head of School will:

- Be responsible for the day-to-day operational management of the school
- Deputise for the Headteacher in their absence
- Communicate the school's vision compellingly and support strategic leadership
- Lead by example, holding and articulating clear values and moral purpose, and focusing on providing excellent education for all pupils
- Build positive relationships with all members of the school community, showing positive attitudes to them
- Keep up to date with developments in education, and have a good knowledge of education systems locally, nationally and globally
- Work with political and financial astuteness, translating policy into the school's context
- Seek training and continuing professional development to meet own needs

Pupils and staff

The Head of School will:

- Demand ambitious standards for all pupils, instilling a strong sense of accountability in staff for the impact of their work on pupil outcomes
- Ensure excellent teaching in the school, including through training and development for staff
- Establish a culture of 'open classrooms' as a basis for sharing best practice
- Create an ethos within which all staff are motivated and supported to develop their skills and knowledge
- Identify emerging talents, coaching current and aspiring leaders
- Hold all staff to account for their professional conduct and practice
- Providing cover for classes as required
- Carrying out a regular teaching commitment

Systems and processes

The Head of School will:

- Ensure that the school's systems, organisation and processes are well considered, efficient and fit for purpose
- Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing exemplary behaviour
- Implement systems for managing the performance of all staff, addressing any underperformance, supporting staff to improve and valuing excellent practice
- Work with the governing board as appropriate
- Support strategic, outcome-led financial planning to ensure effective use of budgets and resources
- Support distribution of leadership throughout the school



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The self-improving school system

The Head of School will:

- Create an outward-facing school which works with other schools and organisations to secure excellent outcomes for all pupils
- Develop effective relationships with fellow professionals
- Model entrepreneurial and innovative approaches to school improvement and leadership
- Inspire and influence others to believe in the fundamental importance of education in young people's lives and to promote the value of education

Generic expectations of all members of the Leadership Team:

- Act with professional integrity at all times;
- Maintain effective communication with the Headteacher and governing body offering support and advice on strategic and day to day issues.
- Notwithstanding issues of confidentiality and tact, act with honesty and transparency with regard to your work;
- Develop and maintain effective channels of communication with and between staff.
- Support the Headteacher in the effective appointment, deployment and development of staff.
- Mentor staff and students when requested
- Support the Headteacher to monitor, evaluate and review the quality of Inclusion, teaching, learning, standards and achievement across the school.
- Support the development and implementation of school improvement priorities and take responsibility for monitoring, evaluating and reviewing agreed aspects of it.
- Lead and evaluate the Curriculum through effective development and monitoring
- Provide guidance and support to other members of staff in achieving school priorities and targets, developing the curriculum and implementing schemes of work.
- Induct and support staff to carry out their roles effectively and in line with school expectations
- Develop effective relationships with staff, governors, pupils, parents, the church and local community in order to enhance teaching and learning and the ethos of the school.
- Identify and improve those areas relevant to your role which need to move to good and outstanding;
- Maintain those school policies and procedures relevant to your area and update whenever required;
- Be present where required at meetings, performances and other functions / events; (including before and after school.)
- Identify and attend CPD relevant to your role and school priorities
- undertake a proactive part in:
 - those activities that are part of the self-evaluation of the school;
 - being a presence around school;
 - appraisal and line management systems;
- Set an example in undertaking a regular commitment to duties and the worship rota
- Work as part of a team, submitting draft proposals and documents for further development by the Leadership Team, and accepting and supporting final Leadership Team decisions
- Update specific areas of the School Improvement Plan (SIP), Self Evaluation Form (SEF) and SIAMS documents independently and upon request by the Headteacher
- With regard to Leadership Team meetings;
 - all members are expected to be punctual to and attend scheduled meetings unless prior agreement for absence has been given by the Headteacher
 - all members are encouraged to express their views, but are expected to work to the majority decision or the final decision of the Headteacher. A consistent message must be given to staff and pupils at all times;
 - when requested to do so by the Headteacher prepare and present reports on progress / issues related to areas of accountability and responsibility;
 - traverse the conflicting expectations of transparency and confidentiality.



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C: Leadership and Management of Inclusion

- Working with the DHT – Teaching, Learning & Assessment, ensure a broad, balanced, enriching and challenging curriculum is delivered across all age phases for all pupils
- Lead and manage Inclusion across the school in such a way as it realises the vision and aims of the school to ensure that the school is non-selective and fully inclusive, regardless of ability or need and that outcomes continually improve
- Oversee the strategic and operational leadership of individual pupil needs:
 - Provision, resourcing, training and timetabling for pupils with SEMH, Communication and Interaction
 - Including the operational leadership of:
 - Nurture
 - The Nest (SEMH small group provision)
 - The Hive (Specialist Resource Provision for children with ASD) – supported by the SRP lead teacher
 - Learning and Pastoral Mentors
 - Mental Health and wellbeing
 - Supported by the Emotional and Wellbeing Practitioner
 - Line management of the SENCO.
 - Oversee the strategic and operational leadership of individual pupil groups (including training):
 - Pupil Premium
 - English as an Additional Language
 - Children in Care
- Oversee the strategic and operational leadership of family support (including training):
 - Family Liaison Officer, Minority Ethnic Outreach Officer Safeguarding Officer who in turn oversee:
 - Referrals
 - Counselling
 - Play Therapy
 - Social Work Student
- Lead and manage the above staff groups to ensure all support is current, effective, consistent and which meets the needs of the pupils and the National Curriculum, including regular monitoring and evaluating of the impact of their roles
- As a member of the school's Leadership Team, ensure that all members of the Leadership Team are kept up-to-date with general and pupil-specific inclusion issues
- Build links with and co-ordinate local support networks, including local health and education agencies, Social Care, etc. to develop the breadth and scope of support available to staff and pupils in the school
- Model good practice and ensure there are opportunities to share innovative practice within the school
- Act as the school's 'equality champion', ensuring that practices, policies and procedures are in-line with the Schools Policy;
- Ensure that any processes or information required by the Governing Body, Local Authority (audit purposes for example), Ofsted, etc. is available and provided when required;
- Be aware of and ensure that the school is meeting the 'good' and 'outstanding' criteria in the Ofsted Evaluation Schedule;
- Working with the SENCO, draw up and manage the annual inclusion budget and contribute to the School Plan through the creation of improvement targets for Inclusion;
- Inform parents / carers and school staff of the progress of pupils and strategies to ensure a continuation of progress;
- Oversee a programme of relevant and appropriate training and development for educational staff to develop expertise in support skills, subject knowledge and school initiatives and ensure learning is disseminated effectively



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- Ensure that the expertise of individual members of staff are identified and utilised to the best possible effect on the aspirations and achievement of pupils;
- Working within progress tracking procedures, identify, gather and rigorously analyse detailed and accurate data to identify the needs of all individuals and vulnerable groups and target them for support and improvements in their progress and achievement where required;
- As part of the assessment cycle, complete regular impact monitoring and complete follow up actions based on the outcomes
- Keep all staff up-to-date on appropriate styles of support, resources and strategies for individual and groups of pupils;
- Working with the SENCO to ensure all staff receive relevant provision plans and contextual background information on pupils to be able to plan appropriately for their abilities and needs.

D: Appraisal and line management:

- To act as line manager for staff across the school and wider leadership responsibilities as a member of the Senior Leadership Team, undertaking appraisal reviews in conjunction with the schools policies and procedures
- Manage absence for staff
- Ensure identified staff have clear targets for personal and professional progression in their work and know how their progress towards those targets will be assessed (in line with school policies)
- Review the job descriptions for identified staff when requested by the Headteacher
- Undertake regular evaluation of staff progress towards agreed improvement objectives through the schools appraisal and line management policies, practices and procedures
- Utilise the schools observation and monitoring procedures to monitor pupil progress, behaviour for learning, practice of staff and pupils and follow up observations with a discussion on progress and areas for improvement