



Assistant Head Teacher—Inclusion Wayfield Primary School

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First for Primary Education

The Primary First Trust
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The Primary First Trust Limited is a Company Limited by Guarantee, registered in England and Wales number 08738750, and an Exempt Charity

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JOB DESCRIPTION

Job purpose including main duties and responsibilities:-

This appointment is subject to the current conditions of employment of Assistant Head Teachers contained in the School Teachers' Pay and Conditions Document, the Education Act 1997, the required standards for Qualified Teacher Status, other current educational legislation and the school's articles of government.

This job description may be amended at any time following discussion between the Head Teacher and member of staff and will be reviewed annually.

The post holder, in addition to the requirements of a class teacher, will be required to undertake the following areas of responsibility and key tasks:

- Strategic direction and development of the school - in cooperation with, and under the direction of the Head Teacher and Deputy Head Teacher to:
- Focus on Inclusion
- support the vision, ethos and policies of the school and promote high levels of achievement;
- support the creation and implementation of the school development plan within the national and local context, and to take sole responsibility for appropriately delegated aspects of it;
- contribute to the evaluation of the effectiveness of school policies procedures and action plans;
- ensure that parents/carers are well informed about the curriculum; pupil achievement and the contribution they can make to their children's education and the wider life of the school;
- enable the views of both parents/carers and children to be heard and valued;
- to promote opportunities for networking and connectivity with other schools.

Inclusion

- Be the named SENDco
- Be responsible for day-to-day operation of the SEN policy and co-ordination of
- specific provision to support individual pupils with SEN, mental health
- difficulties or a disability.
- Provide professional guidance to colleagues, working closely with staff,
- parents and other agencies.
- Work with early years providers, other schools, educational psychologists,
- health
- Maintain an accurate SEND register and provision map.
- Be aware of the provision in the local offer.
- Be a key point of contact for external agencies, especially the local authority.
- Analyse assessment data for pupils with SEN or a disability.
- Implement and lead intervention groups for pupils with SEN and evaluate their
- effectiveness.



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and social care professionals, and other external agencies.

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- Implement and lead intervention groups for pupils with SEN and evaluate their effectiveness.

Teaching and learning - to:

- to ensure that classrooms secure effective learning and provide professional support that ensures effective teaching, classroom organisation and high standards of achievement behaviour and engagement;
- model good practice and mentor colleagues in order to provide continuing professional development.
- take responsibility for the development and monitoring of inclusive curriculum
- support the leadership team in the monitoring of the quality of teaching and children's achievement including the analysis of performance data;
- support the leadership team in developing links with parents/carers, other schools, educational institutions and the wider community, including business and industry, in order to enhance teaching and learning and children's personal development;

Leading and managing staff - to:

- support the Leadership Team to ensure the continuation of positive working relationships between all staff;
- lead groups of staff in developmental activities, delegate appropriately and evaluate outcomes;
- support the Leadership Team in the implementation of the school's performance management policy.

Effective deployment of staff and resources - to:

- support the leadership team in the appointment, deployment and development of staff to make the most effective use of their skills, expertise and experience and to ensure that all staff have a clear understanding of their roles and responsibilities;
- support the leadership team in the management and organisation of relevant groupings of children to ensure effective teaching and learning takes place and that children's personal development needs are met;



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- work with the leadership team and governors in establishing priorities for expenditure and monitoring the effectiveness of spending and usage of resources with a view to achieving value for money.
- support the Head Teacher in the appointment, deployment and development of staff to make the most effective use of their skills, expertise and experience to ensure that all staff have a clear understanding of their roles and responsibilities;
- manage the school effectively in the absence of the Head Teacher;
- work with the Head Teacher to establish priorities for the effective deployment of resources.

General - to:

- provide information and advice to the leadership team which supports proper accountability processes throughout the school;
- promote equal opportunities within the school and to seek to ensure the implementation of the school's equal opportunities policy.

Specific responsibilities - to;

- take on specific tasks related to the day to day administration and organisation of the school;

School specific responsibilities and tasks:

- take on any additional responsibilities which might from time to time be determined by the Head Teacher.

The Primary First Trust and Wayfield Primary School are committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Assistant Head Teacher - Inclusion

PERSON SPECIFICATION

APPOINTMENT CRITERIA

The successful applicant will be forward thinking, highly motivated and inspirational and will have experience of successful leadership at a number of levels. They will be enthusiastic, dynamic and resourceful in their approach, demonstrating a commitment to providing the highest standard of education, through a vibrant, adventurous and practical curriculum.

QUALIFICATIONS AND EXPERIENCE

- Evidence of recent and successful senior or middle leadership in a primary school
- Qualified Teacher Status with evidence of excellent classroom practice
- National Award for SEN Coordination, or willingness to complete it within 3 years of appointment
- Relevant, recent professional development
- Experience of working across the EYFS, Key Stage One and Two and nursery in the state sector
- Involvement with external agencies
- Experience of working with SEN pupils

LEADERSHIP

- Evidence of providing inspiration and strong leadership
- Evidence of leading by example in order to promote the school's vision and values for the pupils, staff, governors and parents of the school
- Commitment to, and understanding of, equal opportunities across all aspects of the school
- Demonstrated ability to co-ordinate and lead on different curriculum areas

TEACHING AND LEARNING

- Sound understanding of how children learn and of how effective teaching methods can drive school development
- Evidence of assessing, monitoring and evaluating the quality of education and the delivery of the curriculum across the primary phase
- Evidence of using data from a variety of sources in order to monitor progress in children's learning
- Confident in the innovative use of technology to enhance the quality of education
- Knowledge of the SEND Code of Practice.
- An understanding of the importance of creativity in the curriculum.
- Knowledge of relevant legislation – in particular of the SEN code of Practice, equal opportunities and disability discrimination legislation and how these apply to pupils with statements as well as those without, protected characteristics
- Knowledge of the range and type of interventions available and be able to apply these appropriately in the context of school's resources and the individual child.

Assistant Head Teacher with Inclusion

PERSON SPECIFICATION

APPOINTMENT CRITERIA

MONITORING AND EVALUATION

- Evidence of the ability to monitor and evaluate the quality of education and identify strengths and next steps
- Ability to effectively identify pupil needs and target intervention appropriately
- Ability to provide Head Teacher, Senior Leadership Team and Governors with pupil performance information
- Ability to ensure records and systems for monitoring progress are effective

STAFF MANAGEMENT AND DEVELOPMENT

- Experience of managing and developing teaching and support staff
- Experience of leading staff performance management appraisals
- Ability to lead continuing professional development for all staff

COMMUNITY

- Assisting in the implementation of our effective parent engagement strategy that will ensure parents are:
- well informed about the curriculum and pupil attainment and progress;
- clear about the contribution that they can make to supporting their children's education;
- understanding and supporting the values and ethos of an inclusive school.

PERSONAL ATTRIBUTES

- Excellent communication and interpersonal skills
- Welcomes and embraces innovation
- Approachable and enjoys being highly visible to staff, children and parents
- Energetic, adaptable, enthusiastic and reliable with personal impact and presence
- Self-motivated with a high level of organisational skills and the ability to prioritise workload effectively
- Able to think creatively, solve problems and make decisions based on sound judgement
- Passionate about delivering high quality education
- Values diversity and the unique place and contribution every individual makes to the learning community
- Demonstrates professionalism, loyalty and integrity
- Demonstrates a commitment to safeguarding and ensuring the welfare and wellbeing of all pupils in the school

Assistant Head Teacher–Inclusion

PERSON SPECIFICATION

APPOINTMENT CRITERIA

The SENCO will be required to safeguard and promote the welfare of children and young people and follow school policies and the staff code of conduct.

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the SENCO will carry out. The post holder may be required to do other duties appropriate to the level of the role, as directed by the Head Teacher.

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This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Signature of Post holder:	Date:
Signature of Line Manager:	Date: