



Job Title: Assistant Headteacher – Student and Family Support Specialist (SFSS)

Report to: Headteacher

Grade: L14-18

The Assistant Headteacher is expected to undertake all the professional duties of a teacher, under the terms and conditions specified in the School Teachers' Pay and Conditions Document and under the reasonable direction of the Headteacher.

In fulfilment of all responsibilities and duties, the Assistant Headteacher must show a commitment to the aims, policies and ethos of the school, and strive to maintain these through personal conduct and effective relationships with colleagues and pupils.

This Job Description identifies the responsibilities of the post of the Assistant Headteacher - SFSS. It will be reviewed annually by the Headteacher and may be subject to amendment as the needs of the school requires, but only after full consultation with the Headteacher and governors.

Local Authority and school grievance procedure applies in relation to any dispute arising in connection with this Job Description. The duties outlined in this job description are in addition to those covered by the latest School Teacher's Pay and Conditions Document.

We welcome an annual conversation with your line manager to discuss flexible working patterns on both the individuals and the school's needs.

To include;

- Responsibility for setting up and managing temporary timetables and personalised (Parallel) curriculum offers.
- Develop Inclusion opportunities for students across the school with mainstream partners with a focus on HAP students.
- Act as the school named SENCO and provide support for colleagues across the school, including planning CPD and acting as pupil intervention manager.
- Responsible for the policies and processes required to monitor absence and attendance, including responsibility for ensuring recording and reporting of absence and attendance is presented to Governors/LA and external reviewers.

- Coordinate and lead on Pupil Premium funding across the school, completing the annual PP statement and planning spending strategically.
- Coordinate and lead on Pupil wellbeing and mental health by liaising with internal colleagues and external professionals. Identifying key areas of support.
- Coordinate and lead on Pupil Voice and ensure that there are regular opportunities for pupils to discuss and impact on school developments.
- Provide ongoing support and liaison at phased transitions and transfers.
- Lead family liaison officer (FLO) supporting and signposting parents/families and carers, as well as completing home visits where required/appropriate.
- Be part of the schools safeguarding team as a designated safeguarding officer.
- Social Worker liaison for the school, ensuring that there are clear lines of communication and up to date information available.
- Ensure that 'CHIN' meetings are completed to the schools' high expectations and liaise with colleagues to ensure attendance at CHIN meetings.
- Liaise with School nurse and school nursing team with regards to setting up training plans, inductions for new staff starters, pharmacy audits etc.
- Responsible or completing and/or supporting applications for high needs funding applications/requests.
- Designated looked after child teacher (DLACT) – for the school.
- Main point of contact and liaison for school transport and transport services.
- As part of wider CPD and PIM role become the line manager for the school therapy team, and external therapy liaison.
- Responsibility for overseeing, supporting and liaising with the school PTA.
- Ensure that regular opportunities are created for parent workshops and CPD based on requests and feedback.
- Updating School website with all relevant information attached to the role.

Job Purpose:

- To be an active member of the school leadership team through collaborative leadership designed to secure the achievement of the school's strategic priorities.
- To work alongside the school data and assessment leads in identifying specialist interventions required in order to support pupil progress across the school.
- To be an outstanding teacher as a role model for all other staff within the school.
- To continually monitor and moderate the teaching, learning, assessment and pupil progress at Nexus Wouldham.
- To take an active role in conjunction with Headteacher, DHT and SLT in the leadership of teaching assistants roles, responsibilities and training.
- To have a significant and direct impact on the quality of teaching, learning and progress of all pupils, and in particular vulnerable pupils who may experience difficulties at any given time in their school career.
- The post-holder will support the Headteacher in ensuring that the school meets its statutory SEN and Safeguarding responsibilities.
- To lead on transition planning, and induction, for all pupils but especially those in Yr6.
- To line manage the Family Liaison Officer (FLO)

Strategic Leadership:

1. To contribute to the development and implementation of school policies in order to secure high achievement and effective teaching and learning.
2. To take a role in the collaborative school improvement planning process and take a lead on delivering identified priorities.
3. To take a leading role in the collection and analysis of specific qualitative and quantitative data in order to inform whole school evaluation (SEF Document) and strategic planning (School Improvement Plan - SIP).
4. To be accountable to the Headteacher, Governors and parents, for progress and improvement within the school and team.
5. To make evaluative judgements on initiatives undertaken by members of the whole school staff team.
6. To support and manage the implementation of the behaviour policy for break times and lunchtimes.

Roles and Responsibilities:

1. To lead the whole school in the absence of the Headteacher, DHTs and other Assistant Headteachers.
2. To support the Senior Leadership Team in developing positive working relationships with and between all staff.
3. To assist in the appointment of staff as requested by the Headteacher.
4. To lead and assist with the development and evaluation of teaching and learning.
5. To work with parents and carers in recognition of the equal partnership between home and school within a child's education.
6. To take a lead role in reporting to the Governing body within the areas of responsibility.
7. To ensure that Community Cohesion and LOfT are development priorities of the wider curriculum in the school.
8. To take responsibility for safeguarding and inclusion within the school.
9. To monitor and oversee the continued update of the school website for the areas of responsibility outlined above.
10. Use school based analysis to identify pupils with halted progress in order to plan interventions that will lead to improvements in rates of progress
11. Positively support the aims and objectives of the school
12. Develop links with locality schools / providers to establish a range of high quality opportunities for CPD
13. Ensure pupil progress is assessed in all departments in line with agreed school procedures
14. Monitor quality of teaching and learning within all departments to ensure quality of provision
15. Facilitate opportunities for staff within Nexus to have opportunities to learn from outstanding teachers in their own and other schools
16. To take part in self evaluation and performance management processes that will provide the evidence to support these accountabilities as well as the data the school will require for school self evaluation purposes
17. Be familiar with current theory and practice relating to pupils with special needs and inform staff of these developments
18. Other tasks as required

Leading Teaching and learning:

1. To have regard for and actively promote the school's teaching and learning policy.
2. To have an excellent knowledge and understanding of the key teaching and learning aspects across the school.
3. To have a good understanding of the levels of attainment across the school and how to plan lessons to meet these levels.
4. To coach, support and advise other colleagues in relation to safeguarding.
5. To support the teams in order to produce differentiated and inclusive lesson plans identifying learning outcomes and success criteria in which Teaching Assistants are fully engaged.
6. To utilise knowledge and understanding of new developments and initiatives when considering their impact on teaching and learning in the school.
7. To keep colleagues informed of new developments by leading team training and recommending external courses to the Headteacher.
8. To be aware of any CPD opportunities in order to develop professional expertise of the team.
9. To ensure that data is used effectively to further improve the quality of teaching and learning.
10. To ensure that data is used effectively in order to access adequate support for all children.

The Assistant Headteacher is responsible for liaising with:

- The Headteacher , DHTs and Assistant Headteachers.
- The whole team, including Classroom and Specialist Teachers, Support Staff and any volunteers.
- School curriculum teams
- Governors
- The Local Authority and other schools
- External Advisors & Agencies
- Inspection Teams
- Parents
- To provide appropriate reports, information and data related to the curriculum and pupil assessment as required by the Headteacher
- To present an evaluation of the school's performance in a form appropriate to a range of audiences – Governors, parents, local community, OFSTED and Education Services.
- To ensure that staff, parents and pupils are well informed about the school and targets for improvement

Person Specification

	Essential	Desirable
Qualifications	<p>Qualified teacher status</p> <p>Evidence of leading numerous INSET activities as a provider</p>	Degree/post-graduate study
Experience	<p>The Assistant Headteacher will have experience of:</p> <p>Teaching with the primary phase and providing or leading educational needs across the full ability range, including those with additional needs.</p> <p>Strategic responsibilities in school leadership and management.</p> <p>School development and improvement planning. Leading and managing staff successfully. Working with Governors.</p>	<p>In addition, the Assistant Headteacher might have experience of:</p> <p>Working in a variety of different schools.</p> <p>Active membership of the school management team. Leading an aspect of school improvement.</p> <p>Membership of the governing body as teacher representative.</p>
Knowledge & Understanding	<p>The Assistant Headteacher will have knowledge and understanding of:</p> <p>The role of the leadership group within the school.</p> <p>The principles and practice of primary education at Early</p>	<p>In addition the Assistant Headteacher should have knowledge and understanding of:</p> <p>The interpretation of value-added information, to assist class teachers in pupil progress; raise-online and other assessment tracking system.</p>

	<p>Years and Key stages 1 and 2.</p> <p>The assessment, recording and reporting of pupils' progress and achievements in the context of both the broader curriculum and the statutory requirements of the National Curriculum.</p>	<p>Bench-marking test results on a local and national basis.</p>
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	<p>Current statutory safeguarding responsibilities of schools.</p> <p>The school's role in effectively providing for the needs of all pupils, including those with additional needs.</p> <p>The OFSTED Inspection Framework.</p> <p>The process and importance of school self-evaluation.</p> <p>Whole-school issues and their implications for financial management.</p> <p>The principles and practice of community education.</p>	
Skills	<p>The Assistant Headteacher will be able to:</p> <p>Show evidence of vision, initiative and leadership in managing change to enhance and raise standards.</p> <p>Support the work of colleagues and provide staff development, with an understanding of its relationship to performance management.</p> <p>Involve staff, parents, governors and other stakeholders in the process of establishing a clear set of shared aims,</p>	

	<p>objectives and values for the school.</p> <p>Listen and communicate effectively (both orally and in writing) to a variety of audiences.</p> <p>Work effectively as a member of the leadership team.</p>	
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	Show strong interpersonal skills, responding appropriately to both adults and children. Have a calm approach and positive attitude to behaviour management.	
Personal Characteristics	Ability to manage change sensitively Calm approach Ability to organise themselves and others ability to demonstrate initiative self-motivation	

	Application Form	Reference	Lesson Observation	Test	Interview
Qualifications & Training:					
Qualified Teacher Status	✓				
Preferably relevant qualification in special educational needs	✓				
A minimum of 5 years teaching experience	✓				
Recent and relevant involvement in professional development	✓				
Creating the future:					
Can think strategically and communicate a coherent vision that promotes high standards for all	✓	✓		✓	✓
Has the skills to inspire, motivate, impel and expect others to carry the school's vision forward	✓	✓	✓		✓
Leading, Learning & Teaching:					
Good knowledge and understanding of current educational priorities	✓				✓
Sound knowledge of special needs in particular SLD / ASD	✓	✓	✓	✓	✓
Ability to demonstrate good to outstanding practice in the classroom		✓	✓		

Have undertaken a role in the review and development of the curriculum	✓	✓			✓
Developing Staff and Working with Others:					
Commitment to lifelong learning for self and others within the school and community	✓				
Possess a passion to perform the role and the persistence in achieving goals	✓			✓	✓
Adaptable and flexible, adjusting to multiple demands	✓	✓		✓	✓
Well-developed interpersonal and communication skills		✓			