



## **EASTCHURCH PRIMARY SCHOOL JOB DESCRIPTION DEPUTY HEADTEACHER – INCLUSION MANAGER**

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**Grade: Leadership Scale: Group 3(L7 – L12)**

**Responsible to: The Headteacher and The Governing Body**

### ***Primary Purpose of the role***

- To maintain the Christian character and provide spiritual leadership across the school
- To work with the Headteacher in creating, inspiring and embodying the Christian ethos and Culture of this Church school, securing its Mission Statement with all members of the school community and ensuring an environment for teaching and learning that empowers both staff and students to achieve their highest potential.
- To support and uphold the vision of the school across both sites
- To support the Headteacher in the leadership and management of the school across the sites
- To promote and safeguard the welfare of children and young persons for whom the school is responsible and those with whom they come into contact
- To lead on all aspects of Inclusion across the school
- To lead and develop Teaching & Learning across the school ensuring equal access for all groups of children
- To determine, plan and implement the direction of whole school issues;
- Meet pupil and staff needs on a day-to-day basis;
- Ensure the supervision and control of pupil behaviour (compliance and behaviour for learning) around school at all times;
- Be a strong presence around school: a role model to all.

### ***Expectations of the DHT:***

- Maintain effective communication with the Headteacher and governing body offering support and advice on strategic and day to day issues.
- Deputise for the Headteacher in all aspects of the management and leadership of the school; assume whole school responsibility in their absence.
- 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.
- Support the Headteacher to monitor, evaluate and review the quality of 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

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- Provide guidance and support to other members of staff in achieving school priorities and targets, developing the curriculum and implementing schemes of work.
- 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
- Set an example in undertaking a regular commitment to duties and rotas
- 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

### *Inclusion Role:*

- Support the Headteacher to ensure that the school is meeting all its legal obligations with regard to inclusion, equalities and Special Educational Needs by acting as the school's Inclusion Manager, managing the Special Educational Needs Co-ordinator (SENCO); to include the following vulnerable groups: SEND, EAL, Pupil Premium, CiC, ethnic minorities and gender
- Monitor, track, analyse and evaluate the outcomes of standards, attendance and behaviour of all vulnerable groups
- Work closely with other leaders and staff to ensure that the needs of all vulnerable groups are being met across the school
- Be the Designated Safeguarding Lead and ensure that all aspects of safeguarding and child protection are fully embedded within the school's policies and procedures
- Ensure the work of the Educational Support Staff has impact on the aspirations and achievement of all the pupils for which support is provided;
- Promote inclusive learning and teaching across the school;
- Lead and manage the Education Support Staff (such as HLTAs, TAs, etc.) to ensure classroom-based support is current, effective, consistent and which meets the needs of the pupils and the National Curriculum;
- 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;
- Carry out monitoring processes to evaluate the impact of the work of members of staff who carry out the support of pupils / groups of pupils in the school;
- Build links with and co-ordinate local support networks, including the collaboration, local health and education agencies, Social Care, etc. to develop the breadth and scope of support available to staff and pupils in the school;

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- 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 and procedures are in-line with the School's Policy;
- Ensure that any processes or information required by the Local Authority (audit purposes for example), Ofsted, etc. is available and provided when required;
- Implement monitoring processes to ensure that any support has impact.
- Co-ordinate and chair meetings, provide information on individual students as required and provide / adjust support as agreed;
- Produce a flexible timetable of support to reflect pupils needs and to meet support requirements of Statements of Special Educational Needs, Children in Care (CiC or LAC), EAL (English as an Additional Language), Pupil Premium, pupils identified as Able, and any other school identified vulnerable group;
- Inform parents / carers and school staff of the progress of pupils and strategies to ensure a continuation of progress;
- Ensure that the expertise of the individual members of Educational Support 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;
- Provide support for staff to ensure they are adapting learning resources to meet the needs of all pupils;
- Ensure all pupils are provided with appropriate levels of challenge commensurate with their abilities and needs and that all pupils have clear targets to enable them to make progress;
- Organise a programme of relevant and appropriate training and development for Educational Support staff to develop expertise in support skills, subject knowledge and school initiatives. Disseminate procedural information such as recommendations of the code of practice or the school Inclusion and Equalities policies;
- Co-ordinate arrangements during statutory assessments (SATs) for dispensations and support;
- Co-ordinate the management and day to day function of the Educational Support Staff
- Ensure all staff have opportunities to contribute to the programme of review and to the target, strategy and resources setting procedures;
- Ensure all staff receive Individual Education Plans (IEPs) and contextual background information on pupils to be able to plan appropriately for their abilities and needs.

To undertake any other duties which from time to time may be required and be relevant and commensurate with the post, as deemed necessary by the Headteacher.

**DEPUTY HEADTEACHER – INCLUSION MANAGER**  
**PERSON SPECIFICATION**

<i>Category</i>	<i>Essential</i>	<i>Desirable</i>	<i>Method of Assessment</i>
Qualifications/ Professional Development	<ul style="list-style-type: none"> <li>• Qualified teacher status</li> <li>• Evidence of sustained and continuing professional development relating to school leadership and management programme or similar</li> <li>• Ability to identify own learning needs and to support others in identifying their learning needs</li> </ul>		Application form  Certificates
Experience	<ul style="list-style-type: none"> <li>• Substantial, successful teaching experience within a primary setting</li> <li>• Successful experience of leadership within primary phase, including up to Key Stage 2 national assessments</li> <li>• Successful experience of equal opportunities and inclusion issues</li> <li>• Effective implementation of policy and practice to keep children safe from harm</li> <li>• Successful experience of offering challenge and support to improve performance</li> <li>• Successful experience of effective whole school self-evaluation and improvement strategies</li> </ul>		Application Form  Interview
Strategic Leadership	<ul style="list-style-type: none"> <li>• Ability to articulate and share a vision of primary education</li> <li>• Ability to initiate and manage change and improvement in pursuit of the school's strategic objectives</li> <li>• Ability to inspire and motivate staff, pupils, parents and governors to achieve the aims of the school</li> <li>• Ability to analyse data, develop strategic plans, set targets and monitor/evaluate progress towards these</li> <li>• Knowledge of what constitutes excellence in educational provision, the characteristics of effective schools and strategies for raising standards within the context of national policy</li> <li>• Act as a role model for pupils and staff</li> <li>• See beyond the classroom to whole school priorities</li> </ul>		Application Form  Interview
Inclusion	<ul style="list-style-type: none"> <li>• An ability to promote inclusion of all pupils</li> </ul>		Application

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	<ul style="list-style-type: none"> <li>• Ability to lead and manage colleagues in developing strategies to put agreed policy into practice</li> <li>• Knowledge and experience of a range of successful teaching and learning strategies to meet the needs of all pupils</li> <li>• Experience of effective monitoring and evaluation of teaching and learning and taking successful action to improve</li> <li>• Commitment to providing an effective learning environment appropriate to the need and abilities of all pupils.</li> <li>• Successful experience in creating an effective learning environment and in developing and implementing policy and practice relating to behaviour management</li> </ul>		Form Interview
Leading and Managing Staff	<ul style="list-style-type: none"> <li>• Ability to delegate work and support colleagues in undertaking responsibilities</li> <li>• Experience of using appraisal to support the professional development of colleagues</li> <li>• Develop a shared vision with supporting plans to achieve it</li> <li>• Motivate and inspire pupils, staff, parents, governors and the wider community in a context of change and development</li> <li>• See beyond the classroom to whole school priorities</li> <li>• Prioritise and give clear direction</li> <li>• Deal sensitively with people and resolve conflict</li> </ul>		Application Form
Accountability	<ul style="list-style-type: none"> <li>• Ability to communicate effectively, orally and in writing to a range of audiences – e.g. staff, pupils, parents, governors</li> <li>• Ability to provide clear information and advice to staff, parents and governors</li> </ul>		Application Form
Skills, Qualities and Abilities	<ul style="list-style-type: none"> <li>• High quality teaching skills</li> <li>• Highly motivated, energetic and enthusiastic leader who is</li> </ul>		Application Form

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	<p>approachable and promotes positive relationships</p> <ul style="list-style-type: none"> <li>• Ability to relate well to children and share their interests and enthusiasms</li> <li>• Strong commitment to school improvement and raising achievement for all with high expectations of pupils' attainment and progress</li> <li>• Ability to build and maintain good relationships</li> <li>• Ability to remain positive and enthusiastic when working under pressure</li> <li>• Ability to organise work, prioritise tasks, make decisions and manage time effectively</li> <li>• Empathy with children and their families</li> <li>• Excellent communication and interpersonal skills</li> <li>• Stamina and resilience</li> <li>• Effective ICT skills</li> </ul>		Interview
Philosophy	<ul style="list-style-type: none"> <li>• An expectation of high individual achievement and personal development for staff and pupils</li> <li>• A clearly expressed understanding of how pupils learn and how their needs can be met</li> <li>• An enthusiastic approach that values people and encourages all to enjoy helping each other to do their best</li> <li>• A commitment to promote and uphold high standards of care and discipline amongst staff and pupils</li> <li>• A commitment to involving pupils in school life</li> <li>• A demonstrable understanding of and commitment to equality principles and practices</li> <li>• A determination to develop effective inclusion of all pupils</li> <li>• A commitment to self, staff and school improvement</li> </ul>		Application Form  Interview
Wider Role	<ul style="list-style-type: none"> <li>• The ability to work effectively with all stakeholders e.g. Staff, Parents Pupils, Governors and LA</li> </ul>		Application Form

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	<ul style="list-style-type: none"><li>• A clear view of the role of the school in the community</li><li>• Work with and gain support from outside agencies</li><li>• Communicate clearly, both orally and in writing, with Staff, Pupils, Parents, Governors and LA</li><li>• Willingly networks effectively for the benefit of the school</li></ul>		Interview
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