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|  | **JOB DESCRIPTION****Assistant Headteacher with responsibility for Inclusion** |  |

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| Grade | Leadership 1 - 5 |
| Responsible to | Headteacher/Deputy Headteacher |

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| Core Purpose and Values |
| Supporting all our children to grow into resourceful individuals, who are able to reach their full potential, feeling equipped with key skills. |
| Provide a safe, caring and supportive environment for individuals to achieve |
| As part of the school Leadership Team develop and oversee the implementation of the school’s SEND strategy and policy  |

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| **Strategic Responsibilities** |
| * Child Protection
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| * Safeguarding
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| * SEND
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| * Whole school pastoral provision
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| * Student Wellbeing
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| * Social, Moral, Spiritual and Cultural development of students
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| * Behaviour for Learning
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| **Key Relationships** |
| * Children
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| * Teachers
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| * Learning Partners
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| * Parents
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| * Governors
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| * Professional advisors in relation to SEND (eg Educational Psychology Service, Children’s Services, LA Safeguarding Lead
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| Key Duties and Responsibilities for SEND |
| * Strategic overview of Inclusion and SEN provision in the school
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| * Manage and direct support for disadvantaged pupils across the school ensuring the highest standards of teaching and learning for those pupils
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| * Raise the attainment of disadvantaged pupils of all abilities to reach their potential
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| * Analyse school, local and national data and develop, direct and monitor appropriate strategies and interventions.
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| * Identify and plan provision for “narrowing the gap”for underachieving groups including SEND, Pupil Premium, (FSM and LACL, EAL and any other children who are at risk of under-achieving)
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| * Provide advice, guidance and training to staff. Support teachers to develop and implement effective teaching and behaviour management approaches in the classroom.
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| * Liaison with outside agencies and support services both within KCC and at a national level
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| * Develop and improve recording systems providing highly effective analysis of SEND across the school
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| * Ensure wellbeing of all is of the highest profile within the school.
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| * Establishing strong relationships with parents of children with SEND
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| * Direct work with children to assess and support their needs
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| * Operate an AEN budget efficiently and appropriately
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| * Manage and lead Learning Partners and other SEN team members to improve pupil progress and attainment
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| * Work in partnership with the Family Liaison Officer to ensure that all vulnerable families are supported effectively.
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| * Teach individuals, small groups and whole class teaching where necessary
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| * Work with Governing body to ensure understanding of the provision, attainment and effectiveness of inclusion and SEND in school
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| General Duties – this list is **not** exhaustive and is an outline of the basics of the role. The post holder will be required to undertake additional duties at the request of the Headteacher and SLT |
| **Teaching and Learning** | Support the identification of, and disseminate the most effective teaching approaches for pupils. |
| Monitor teaching & learning activities to meet the needs of all children and where necessary provide training and support to teachers and Learning Partners |
| To model effective teaching, to coach and train colleagues and to teach across the school |
| Work with children, class teacher and key stage managers to ensure realistic and challenging expectations of children. |
| Support teachers to develop schemes of work and learning programmes for pupils with SEN |
| Liaise with other schools and outside agencies to ensure the continuity of support and learning when transferring SEN/EAL and G&T pupils. |
| **Recording and Assessment** | Set targets for raising achievement, with particular focus for SEN/EAL/G&T pupils |
| Ensure that the system for identifying SEN and assessing and reviewing SEN/EAL and G&T provision is fully utilised providing real time information. Including creating and monitoring EHCPs and provision maps with class teachers and Learning Partners |
| Update the Headteacher and Governors on the effectiveness of provision for SEN/G&T pupils |
| Keep parents informed about their child’s progress through reporting, individual meetings and at parent consultation evenings |
| Prepare applications for Statements of Educational Needs alongside the Headteacher, co-ordinate and attend annual reviews  |
| Maintain SEN and G&T register/profile |
| Make applications for additional support/time for end of Key Stage and PESE assessment |
| **Leadership –** *Strategic direction and development of SEND and other group provision in the school* | Ensure all members of staff recognise and fulfil their statutory responsibilities to SEN/EAL and G&T pupils. Where there are gaps provide guidance and support to remove. |
| Provide training opportunities for Learning Partners and other staff to learn about Inclusion and Wellbeing/Mental Health |
| Responsibility for the appointment, supervision, organisation and performance management of Learning Partners. |
| Lead staff in the successful deployment of Learning Partners across the School. Ensure that the overall deployment of Learning Partners across the school is effective. |
| Identify resources needed to meet the needs of SEN/EAL/G&T pupils and advise Headteacher of priorities for expenditure |
| Disseminate good practice in Inclusion across the school |
| Devise and promote plans to ensure the needs of all pupils are met and that they are reflected in the School Development Plan. Reviewing these plans and meeting regularly with the SLT to review whole school progress, |
| Ensure that the provision for disadvantaged/vulnerable pupils and those with identified SEND needs is accurately monitored, recorded and shared with Leadership to inform strategy. |
| Model good practice in teaching pupils with SEN including those with severe complex needs |
| Provide group wave intervention support as needed and appropriate |
| Develop partnerships with parents to ensure that their views are considered and acted upon appropriately. |
| Liaise with staff, parents, external agencies and other schools to co-ordinate their contribution, provide maximum support and ensure continuity of educational provision for all pupils. |
| Analyse and interpret relevant school, local and national data/information relating to groups of pupils and advise the Head Teacher on the level of resources required to maximise achievement. |
| Regularly monitor progress against targets for all relevant pupils from teachers’ plans, evaluate the effectiveness of teaching and learning by work analysis and use these analyses to guide future improvements. |
| Lead CPD on inclusion matters as needed across the school |
| **Additional Responsibilities and General Requirement** | Support the aims and ethos of the school |
| Design and lead staff training where appropriate. Attend and participate in relevant training sharing the knowledge and ideas gained with colleagues. |
| Attend INSET days, team and staff meetings |
| Develop links with Governors, external agencies and neighbouring schools |
| Uphold the school’s behaviour code and uniform regulations |
| Participate in parent consultations/evenings when required |
| Undertake any professional duties commensurate with the grade of the post, reasonably delegated to him/her by the Head Teacher. |
| Show commitment to the school, its inclusive ethos and equal opportunities for all in the school community, opposing strongly any form of discrimination. |