**The Pathway Academy Trust**

|  |  |
| --- | --- |
| **School(s)** | **Riverview Infant School** |
| **Name:** |  |
| **Job Title:** | **Assistant Head Teacher Inclusion** |
| **Grade:** | **Leadership scale (5 Point Scale)** |
| **Responsible to:** | **Headteacher** |

**Purpose of the Job:**

The Assistant Head Teacher, under the direction of the Head Teacher, will take a role in:

* To lead the school’s Inclusion Provision, carrying out specific duties, including responsibility for the inclusion agenda and all pupils who fall within this area (SEND, AEN, PP, CLA).
* Formulating the aims and objectives of the school.
* Establishing policies for achieving these aims and objectives.
* Managing staff and resources.
* Monitoring progress towards the achievement of the school’s aims and objectives.

They may also be required to undertake any of the duties delegated from the Head Teacher.

**Key duties and responsibilities:**

**Leadership**

# Under the direction of the Head Teacher:

* Support the Head Teacher in the day-to-day management of the school.
* Communicate the school’s vision compellingly and support the Head Teacher’s strategic leadership.
* Lead by example, focusing on providing excellent education for all pupils.
* Establish a vision for the further development of the school’s SEND provision.
* Promote a culture of inclusion within the school community where all views are valued and taken into account.
* Lead on particular whole-school strategies and policy areas.
* Build positive relationships with members of the school community.
* Keep up to date with developments in education.
* Seek training and continuing professional development to meet own needs.

Managing staff

Under the direction of the Head Teacher:

* Assist with the selection and recruitment of new teaching staff.
* Performance manage middle leaders, including carrying out appraisals, providing professional development opportunities, and holding staff to account to their performance.
* Create an ethos within which their direct reports are motivated and supported to develop their skills and knowledge.
* Commit to their own professional development, proactively identifying development opportunities.
* To manage the school’s inclusion team including any other multi agency providers.
* Assist teaching staff in the identification of children within inclusion, advising them on appropriate strategies.
* Ensure provision of appropriate SEND intervention and assess its impact.
* Support the Head Teacher and other colleagues in finding appropriate strategies to deal with behaviour difficulties and manage any resulting training needs.

Modelling best practice for staff:

* Implement strategies and initiatives to share best practice with others in the school, developing confidence and skills in others.
* Be an excellent role model, exemplifying a high standard of teaching and promoting high expectations for all members of the school community.
* Lead on the provision of training and support for all teachers and SEND staff as required.
* Support the development of the curriculum by reviewing the learning outcomes for all children managed within inclusion.
* Monitor the provision as part of evaluation and report back to SLT and the Local Governing Body on ways forward.

**Accountability:**

* Contribute regular reviews of the school’s systems to ensure statutory requirements are being met.
* Be an effective member of the Senior Leadership Team.
* Support the staff and governing body in fulfilling their responsibilities with regards to inclusion.
* Contribute to the reporting of the school’s performance to the school’s community and partners (including linked schools).

Systems and processes

Under the direction of the Head Teacher:

* 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, curriculum-led financial planning to ensure effective use of budgets and resources.
* Support distribution of leadership throughout the school.

Other areas of responsibility

* Have responsibility for the school’s SEND Information Report and SEND Policy; its development, implementation, maintenance and evaluation.
* Interpret and analyse data and provide summary reports to the Head Teacher, staff and governors.
* Continue to implement and review a system of recording the progress of pupils on the SEND register, Pupil Premium; EAL; AMA and Looked After Children in partnership with parents, the class teachers and other relevant staff members.
* Apply for funding as appropriate for pupils based on their needs; HNF.
* Oversee the formal assessment process, which may result in an EHCP being drawn up and manage the annual reviews.
* Maintain contact with parents ensuring they are informed and involved; attend parent consultation evenings.
* Liaise with receiving schools to ensure continuity of support when transferring pupils with SEND.
* Assist the Head Teacher in developing the policies and practice, which promote inclusion, equality and the extended services that the school offers.
* To maintain contact with all specialist support services and attend relevant meetings.
* Use the LIFT process to support pupil’s needs.
* To attend meetings with parents and carers as appropriate to ensure positive outcomes for all parties.
* Promote relationships and work with colleagues in other schools and external agencies.

GENERAL

* Be aware of and comply with all policies and procedures relating to child protection, health and safety, security and confidentiality, reporting all concerns to an appropriate person to ensure pupils’ wellbeing.
* Support the safeguarding and welfare of children and young people within the school.
* Be aware of and support difference and ensure equal opportunities for all.
* Contribute to the overall ethos / aims of the school and appreciate and support the role of colleagues and other professionals to enable the school to fulfil its development plans.
* Participate in training and other learning activities and performance development as required. Share good practice with colleagues, receive support from others in areas of development.
* To fulfil any other duties as required by the Headteacher with the agreement of the post holder.

This job description describes the way in which the post holder is expected and required to perform and complete the particular duties set out above.

It can be amended, in consultation with the Head Teacher, to reflect the changing needs of the school and should be reviewed annually.

Job Holder…………………..…………………………………………….. Date ……………………….

Head Teacher..……………………………………...………………….... Date…………….…………..

**The Pathway Academy Trust**

**Person Specification:** Assistant Head Teacher

The following outlines the criteria for this post. Applicants who have a disability and who meet the criteria will be shortlisted.

Applicants should describe in their application how they meet these criteria.

|  |  |
| --- | --- |
|  | **CRITERIA** |
| **QUALIFICATIONS** | * Qualified teacher status. * Degree. * Professional development in preparation for a leadership role. |
| **EXPERIENCE** | * Leadership and management experience in a school. * Teaching experience (in more than one setting / context preferable). * Involvement in school self-evaluation and development planning. * Line management experience. * Experience of contributing to staff development. |
| **SKILLS AND ABILITIES** | * Effective communication and interpersonal skills. * Ability to communicate a vision and inspire others. * Ability to build effective working relationships. * A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school. * Ability to work under pressure and prioritise effectively. * Commitment to maintaining confidentiality at all times. * Commitment to safeguarding and equality. |
| **KNOWLEDGE** | * Understanding of high-quality teaching, and the ability to model this for others and support others to improve. * Understanding of school finances. |