



ASSISTANT HEADTEACHER & INCLUSION LEADER

JOB DESCRIPTION

Job Title:	Assistant Headteacher and Inclusion Leader
School Phase:	Primary
Reporting to:	This post holder will report to the school's Headteacher/ Trust Executive Leader
Reporting Lines:	Teaching staff and support staff
Grade:	L3-7
Appraisal Process:	Leadership

Role Purpose:

- Contribute to the strategic development of the school's vision, values, and improvement plans alongside the headteacher and governors
- Articulate and drive an inclusive ethos across the school where high expectations apply to all pupils, ensuring disadvantaged and vulnerable pupils and those with SEND access a broad, ambitious curriculum.
- To lead the strategic development of the school's Inclusion and Special Educational Needs (SEND) provision and oversee the day-to-day operation of that policy to promote inclusion and raising outcomes for pupils with SEND
- Contribute to the School Development Plan (SDP) and Self-Evaluation Form (SEF), leading specifically on priorities related to inclusion, SEND, pupil progress, and educational equity.
- Work alongside school and trust leaders to benchmark provision, share best practice, implement trust-wide inclusion strategies, and ensure consistency across academies.
- Resource and Funding Allocation: oversee the strategic deployment of resources, ensuring maximum impact and value for money.
- Provide professional guidance, support and training to colleagues at all levels, working closely with staff, parents and other agencies and implementing specialist advice as appropriate
- Support the headteacher with the day-to-day operational running of the school
- To promote a community of learners with purpose and passion while modelling Turner Schools "Walk The Turner Talk" values in all aspects of the role.

Responsibilities

Strategic development of inclusion:

- To lead on the strategic development of the school's inclusion policy and provision across the school

- Have a strategic overview of provision for disadvantaged pupils and those with SEND across the school, monitoring and reviewing the quality of provision
- Contribute to school self-evaluation, particularly with respect to provision for pupils with SEN or a disability
- Make sure the SEN policy is put into practice and its objectives are reflected in the School Development Plan (SDP)
- Maintain up-to-date knowledge of national and local initiatives that may affect the school's policy and practice
- Ensure the effective and efficient use of resource to meet pupils' needs effectively, including staff deployment and financial budgets, evaluate whether resource is being used in the best possible way and suggest any changes for improvement
- Shape the staff CPD offer to enable improvements in practice and provision over time
- To contribute effectively to the work of the Senior Leadership Team as a key member, leading on assigned areas of self-evaluation and contributing to the enactment of School Development Plan targets
- To fulfil responsibilities commensurate with the role of Designated Teacher for Children in Care/ Looked After Children

Operation of the SEN policy and coordination of provision:

- To support the identification of, and disseminate the most effective teaching approaches, for pupils with SEND;
- Oversee provision and outcomes for overlapping cohorts, including Pupils Eligible for Pupil Premium (PP), English as an Additional Language (EAL), Looked After Children (LAC/PLAC), and Young Carers.
- Maintain an accurate SEND register and provision map
- Provide guidance to colleagues on teaching pupils with SEN or a disability, and advise on the graduated approach to SEN support
- Be aware of the provision in the local offer and make best use of wider resource and expertise available to ensure that pupils receive the provision they need
- Ensure effective transition programmes are in place, particularly for new entrants and leavers
- Work effectively and in partnership with early years providers, other schools, educational psychologists, health and social care professionals, and other external agencies
- Be a key point of contact for external agencies, especially the local authority (LA)
- To work with staff and other professionals to develop effective ways of promoting inclusion through:
 - Assessment of needs;
 - Effective use of provision and resources (including additional sources of funding);
 - Monitoring of teaching quality and pupil achievement;
 - Target setting – including through (year group and individual) Provision Mapping, EHCPs, PSPs, Behaviour Plans and Risk Assessments;
 - Support the coordination of all EHCP Annual Reviews and supporting paperwork in relation to the above support systems;
 - Keep accurate records.
- To contribute to the professional development of staff, in line with current legislation and guidelines, including during whole school INSET;
- To contribute to the school's quality assurance programme and provide regular information to the Principal/SLT and Governors/Trustees on the effectiveness of SEND provision
- To line manage and appraise staff in agreement with the school's principal

Support for pupils with SEN or a disability:

- Identify a pupil's SEN, set targets and monitor progress for pupils with SEND
- Coordinate provision that meets the pupil's needs, and monitor its effectiveness
- Actively seek pupils' views
- Secure relevant services for the pupil
- Ensure records are maintained and kept up-to-date
- Review education, health and care plans (EHCP) with parents or carers and the pupil (as appropriate)
- To liaise with staff, parents, external agencies and other schools to co-ordinate their contribution, provide maximum support to children and their families, and ensure continuity of provision (including all times of transition);
- Ensure if the pupil transfers to another school, all relevant information is conveyed to it, and support a smooth transition for the pupil
- Promote the pupils' inclusion in the school community and access to the curriculum, facilities and extra-curricular activities including via adaptive teaching and scaffolding

Leadership and management:

- To demonstrate a passion, drive and commitment to the teaching, learning and assessment of all pupils, especially those who are disadvantaged or vulnerable
- To oversee and support the provision in the schools' nurture provision
- To work with the principal and other leaders/stakeholders to ensure that the schools carry out their statutory responsibilities regarding all pupils with SEND, including those detailed in the Equality Act 2010 concerning reasonable adjustments and access arrangements
- To analyse and interpret relevant school, local and national data to inform ongoing strategy and provision
- Collaborate with attendance and pastoral leads to identify root causes of persistent absence among SEND/vulnerable pupils and establish trauma-informed, supportive reintegration plans.
- Prepare and review information for governors meetings
- Contribute to the school development plan and whole-school policy
- Identify training needs for staff and how to meet these needs
- Lead INSET and training for staff, both during and outside of the school day
- Share procedural information, such as the school's SEN policy and contribute effectively to the induction of new staff
- Promote an ethos and culture that supports the school's inclusion policy and promotes good outcomes for vulnerable pupils with SEN or a disability, which is at least in line with their non-SEND peers
- Fulfil the roles and responsibilities as a Deputy Designated Safeguarding Lead and member of the school/s' safeguarding teams
- Safeguard and promote the welfare of children and young people, following trust and school policies and the staff code of conduct.

Other Senior Leadership Responsibilities:

- To comply with individual responsibilities, in accordance with the role, for health and safety within the workplace
- To assist in the preparation and review of school policy documents
- To ensure effective communication within the school community
- To share the Trust's commitment to safeguarding and promoting the welfare of all young people through having knowledge of Government guidelines and safeguarding policies as appropriate within the school/s
- To ensure that all duties and services provided are in accordance with Trust's policies and the school's procedures in line with staff code of conduct/professional expectations
- To undertake training as necessary

- To actively engage in the performance development review process
- To be willing and enthusiastic in engaging with continuous professional development
- To undertake any other reasonable duty as specified by trust executive leaders not listed above;
- To be a key part of the life of the school community, to support both the values, vision and ethos of Turner Schools and encourage pupils to follow this example
- The role will include a regular teaching commitment, covering PPA and/or delivering regular interventions as agreed with the headteacher

Personal Qualities and Attributes:

- To model and maintain high standards of conduct and behaviour expected of all pupils
- To reflect on your practice and take responsibility for your professional development in order to improve pupils' learning, while always striving to improve and provide the best teaching possible
- To serve as an ambassador for the Trust and for the school
- To contribute effectively to the achievement of the school's ethos, aims and objectives
- To manage relationships with key stakeholders, including the immediate community, parents and governors
- Uphold and model the Trust's values in all aspects of the role
- Promote a positive school culture
- To comply with individual responsibilities, in accordance with the role, for health and safety within the workplace
- To have familiarity and understanding of the OFSTED framework and process, and an ability to maintain an up-to-date knowledge of relevant government initiatives in relation to inclusion and SEND
- High ethical standards, honesty and integrity
- Strong interpersonal, written and oral communication skills
- Excellent organisational skills
- Ability to work collaboratively within the school and with partner schools in the Trust and beyond
- Ability to communicate effectively, professionally and in a friendly manner with staff, pupils and parents and external agencies as applicable
- To be an ambassador for the school in dealing with external persons, and to be an admired and respected member of the team by internal staff and pupils
- To be highly motivated and to have a flexible approach towards fulfilling the responsibilities of the role
- To enjoy helping others and be able to resolve any issues in a professional, calm and measured manner

Qualification Criteria:

- A strong academic track record to degree level and above;
- A Bachelor's degree in School Education or a subject area;
- To hold Qualified Teacher Status (QTS);
- SENDCo qualification or the expectation to undertake the National Professional Qualification for Special Educational Needs Co-ordinators (NPQSENCO) upon commencement of the role
- Evidence of ongoing Continuous Professional Development

All job descriptions may, following consultation with the post holder, be subject to change to reflect or anticipate changes in the job, which are commensurate with the salary and job title.

Employees are expected to comply with any reasonable request from the Principal or the Senior Leadership Team to undertake work of a similar level that is not specified in this job description. Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.

Turner Schools will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

Turner Expectations:

Turner staff will 'Walk the Turner Talk'. They will:

- **Speak and act with care:** Always show compassion and respect for children.
- **Act boldly:** Be ambitious for yourself and the children and young people we serve.
- **Learn from adversity:** Be evaluative, thoughtful and reflective.
- **Challenge convention:** Be curious, welcome difference and unfamiliar thinking.
- **Connect with others:** Support colleagues, parents and pupils to make a great team.
- **Use your voice:** Offer different views and ask questions.
- **Do what it takes:** Be relentless in pursuing the best for children.
- **Ask for support:** Be open and honest when plans go awry.
- **Don't give up:** Be calm, resilient and measured when managing challenges.

Acceptance:

I confirm that I have received and understand the job description, which is a supplement to the subject specific teaching job description, both of which may be changed to reflect or anticipate changes in the job, which are commensurate with the salary and job title:

Name.....

Signed.....

Dated.....

Line Manager.....

Signed.....

Dated.....