

Job Description: Deputy Headteacher for Inclusion

Accountable to: Headteacher

Salary range: Negotiable to attract the best

Areas of responsibility: SEND, EAL and PPG provision, all aspects of Inclusion, Behaviour and attendance

Teaching commitment: 0.4 (to cover a maternity leave)

Note: In the context of this Job Description, pupils included within this remit include:

- Pupils with identified Special Educational Needs and those on the School's Special Educational Needs Register;
- Pupils with identified specific learning difficulties;
- Pupils with identified behavioural, social or emotional concerns;
- 'Looked After' pupils and those subject to Child Protection procedures;
- Pupil Premium pupils and those eligible for free school meals;
- Pupils belonging to ethnic minorities or traveler groups;
- Pupils who the Inclusion Leaders/Headteacher considers have previously received, for any reason, an inadequate or compromised education.

PURPOSE OF THE ROLE:

To demonstrate leadership and management skills in your given area; to lead on teaching, learning and assessment to raise standards for all children, in particular vulnerable and identified pupils/groups; to secure at least good outcomes and progress for all children and to ensure the wellbeing, safety and good behaviour of all children.

To take specific responsibility and accountability as SENDCO for children with various learning needs, e.g. children with Education Health Care Plans or a care plan.

To take specific responsibility and accountability for the strategic leadership and day to day management of provision for Inclusion, Behaviour and attendance and have a significant impact on educational, social and emotional progress for these pupils working closely with staff, parents and carers and other agencies.

To act as the Deputy Designated Safeguarding Lead (DDSL) with the intention of taking over the role as Designated Safeguarding Lead (DSL).

Provide PPA and other cover as directed or required including team teaching when appropriate.

RESPONSIBLE FOR:

Learning Support Assistants/Teaching Assistants (including those who are 1:1), ELSA lead, in school Counsellor, EAL lead and other staff as appropriate.

This job description may be amended at any time following discussion between the Headteacher and member of staff.

IN ADDITION TO ASPECTS LISTED IN THE TEACHERS' STANDARDS, THE DEPUTY HEAD TEACHER INCLUSION WILL:

- Fulfil all duties to a high standard with due regard for the schools Vision, Ethos and Values
- Be an excellent classroom practitioner with a focus on highly effective differentiation
- Line manage and appraise identified staff
- Implement the revised Code of Practice for SEND
- Review, evaluate and monitor the Inclusion policy as necessary and ensure its implementation across the school
- Actively lead, manage, evaluate, and develop outstanding teaching, learning and assessment of year groups responsible for.
- Review, evaluate and monitor the effective implementation of the Behaviour policy across the school by proactively supporting children, colleagues, and parents when difficult situations arise, preventing the escalation of problems and reducing the impact on the school community.
- Oversee record keeping completed by colleagues and outside agencies and complete all paperwork required, including the Annual Reviews
- Make appropriate referrals to outside agencies and communicate effectively with professionals from outside the school
- Ensure that children with Education Health Care Plans receive appropriate provision in terms of adult support and resources
- Review, evaluate and monitor resources for SEND, EAL and those eligible for Pupil Premium, ensuring that funds are well allocated to achieve the best outcomes for pupils
- Monitor the progress of relevant children and those eligible for Pupil Premium through the collection of data, rigorous analysis, and other monitoring activities such as classroom observations, work sampling, informal discussions with colleagues and pupil voice surveys to aid in the writing of rigorous reports
- Uphold all school policies and procedures and promote the good name of the school.
- Provide relevant information in a timely and appropriate manner including but not limited to policies, provision maps, intervention maps and class profiles and ensure they are updated and reviewed at regular intervals (and at least termly)
- Be an active and effective member of the Senior Leadership Team, representing the needs of pupils and placing their wellbeing, progress, and outcomes at the core of school improvement; communicating clearly to all stakeholders clearly and concisely through the written and spoken word and face-to-face
- Support the school in improving attendance, securing excellent behaviour and embedding procedures and expectations
- Contribute to any action plans resulting from school self-evaluation or external inspections, ensuring that all targets set are evaluated and met
- Coach, mentor and train colleagues to effectively implement interventions and targeted programmes across the school, including analysis of their impact
- Use assessment data to analyse and identify trends for all Inclusion groups across the school in order to improve opportunities for identified children (in conjunction with the Assessment Leader).
- Take the lead in key initiatives, ensuring they impact positively on school development areas and progress across the age groups as appropriate.
- Take the lead on monitoring and improving whole school attendance and punctuality, with particular attention to vulnerable groups
- Demonstrate enthusiasm, motivating and working with others to create a shared culture and positive climate
- Demonstrate and expects others to demonstrate a growth mindset in all areas, always using a solution focused approach to challenges
- Monitor and evaluate the impact of Pupil Premium Grant expenditure as required annually and ensure

all reporting and website requirements are fulfilled

GENERAL DUTIES:

The post holder will work with teachers, support staff, pupils and parents, seeking to establish and maintain productive relationships with them with the aim of improving the quality of teaching and learning and pupils' achievement.

Assist in the smooth running of the school at all times, including being responsible with the other members of the Leadership Team for the school in the absence of the Headteacher and Deputy Headteacher

Take over as Designated Safeguarding Lead following an agreed handover period

FOCUS ON THE STRATEGIC DIRECTION AND DEVELOPMENT OF INCLUSION, BEHAVIOUR AND ATTENDANCE ACROSS THE SCHOOL WITH THE AIM THAT:

- Teaching for children within the remit is outstanding and never less than consistently good (quality first teaching).
- Teachers plan astutely and set challenging tasks based on systematic, accurate assessment of pupils' prior skills, knowledge and understanding. They use well-judged and often imaginative teaching strategies that, together with sharply focused and timely support and intervention, match individual needs accurately to ensure progress of these children is at least good and in line with the whole cohort/Nationally.
- All staff have a robust and knowledgeable understanding of the needs of pupils covered by this remit and provide for their needs appropriately; appropriate plans are devised and promoted to support staff in this area.
- Marking and constructive feedback from teachers and pupils is frequent and of a consistently high quality, ensuring this has a positive effect on progress and attainment (in line with the School policy).
- They monitor progress regularly for these pupils through the analysis of data and book scrutinies, undertaking regular observations, speaking to children and parents and providing developmental feedback and monitoring improved outcomes in areas identified.
- They provide an outstanding model of classroom practice when team teaching or supporting staff.
- They contribute to the School Development Plan, taking ownership of and leading on elements that are relevant to Inclusion, attendance and Behaviour.
- They support the improvement of attendance in the school, together with children's wellbeing and safety at all times.
- They are a highly visible leader at all times of the day.
- They disseminate information to staff, including leading Professional Development Meetings.
- They monitor and oversee the effective use of additional adults.
- They ensure the effective use of resources promoting and driving the use of ICT resources, including overseeing and monitoring appropriate budget allocations for Inclusion in liaison with the Headteacher.
- They analyse and interpret relevant school, local and national information relating to pupils within their remit and advise the Headteacher on the effective level of resourcing required to maximize achievement.
- They liaise with staff, parents, external agencies and other schools to co-ordinate their contribution and support for identified pupils, including for Annual Reviews.
- Liaise with the appropriate professionals (eg EWO, Parent Liaison Officer) regarding best practice with regard to improving attendance and punctuality, particularly with vulnerable groups.
- Organise and lead workshops and meetings with and for parents and carers, utilising expertise internal and external to the school.

FOCUS ON ACHIEVEMENT ALONGSIDE THE ASSESSMENT LEADER AND OTHER LEADERS WITH THE AIM THAT:

- They contribute to Pupil Progress meetings, collating and disseminating relevant data and report back to the wider SLT re key actions / priorities / successes.
- Groups of pupils such as EAL, FSM/Pupil Premium and SEND consistently make better progress than similar groups of pupils nationally.

IN ADDITION TO ASPECTS ALREADY COVERED, THEY WILL IMPACT ON BEHAVIOUR ACROSS THE SCHOOL WITH THE AIM THAT PUPILS:

- Make an exceptional contribution to a safe, positive and purposeful learning environment. They make every effort to ensure that others learn and thrive in an atmosphere of respect and dignity (active learning culture linked to rights and responsibilities).
- Have excellent, enthusiastic attitudes to learning, enabling lessons to proceed without interruption; managing behaviour effectively by establishing and maintaining positive and productive relationships.
- Feel safe at school at all times. They understand very clearly what constitutes unsafe situations (including bullying) and are highly aware of how to keep themselves and others safe – behaviour is exemplary at all times, including during play and lunchtimes.

OTHER PROFESSIONAL LEADERSHIP REQUIREMENTS:

- The Deputy Headteacher will ensure excellence in all of the school's activities demonstrated by an uncompromising and highly successful drive to strongly improve achievement, or maintain the highest levels of achievement, for all pupils including those with special educational needs, over a sustained period of time.
- They will be highly ambitious for the school and lead by example. They base their actions on a deep and accurate understanding of the school's performance and of staff and pupils' skills and attributes.
- They focus relentlessly on improving teaching and learning, resulting in teaching that is likely to be outstanding and at least consistently good.
- They aim to ensure the school's curriculum provides highly positive, memorable experiences and rich opportunities for high quality learning, has a very positive impact on all pupils' behaviour and safety and contributes very well to pupils' achievement and to their spiritual, moral, social and cultural development.
- They ensure the school has highly successful strategies for engaging with parents and carers, to the very obvious benefit of pupils, including those who might traditionally find working with the school difficult.
- They focus on ensuring the school's arrangements for safeguarding pupils meet statutory requirements and give no cause for concern.
- They will take responsibility for their own professional development and duties in relation to school policies and practices
- Liaise effectively with parents and governors as necessary.
- Liaise within the school to ensure there is a smooth transition for the pupils across phases and year groups.
- Carry out supervision/mentor duties as appropriate.
- Support the school's extra-curricular activities.
- Carry out other duties as reasonably required by the Headteacher.

In order to achieve this, they will:

- Deal sensitively with people, recognising individual needs and expertise to secure a consistent approach thus creating and upholding the school's positive ethos.

- Use skills of coaching and mentoring to oversee the work of the school's curriculum teams ensuring that team has outstanding leadership evidence through raised pupil outcomes in that area.
- Contribute to or lead teaching and learning meetings to ensure high quality provision and differentiation in teaching and learning across the school.
- Liaise effectively with other senior colleagues to ensure consistency of approach in teaching and learning across the school.
- Liaise closely with support staff and other professionals so that they are able to make a significant contribution to teaching and learning as appropriate and in conjunction with the Inclusion Leader or other SLT as necessary.
- Lead performance management for relevant staff.
- Provide guidance and support to staff in relationships with parents, and other agencies as appropriate.
- Provide feedback to all members of the school's leadership team and appropriate stakeholders.

CONFIDENTIALITY

During the course of your employment you will see, hear or have access to, information on matters of a confidential nature relating to the work of Rutherford House School or to the health and personal affairs of pupils and staff. Under no circumstances, should such information be divulged or passed on to any unauthorised person or organisation.

The duties above are neither exclusive nor exhaustive and the postholder may be required to carry out appropriate duties within the context of the job, skills and grade.