**Fred Longworth High School**

**Job Description**

**Assistant Headteacher:**

**Director of Inclusion**

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| **Responsible for:** | | The strategic leadership of inclusion, including SEND, and work with the Pastoral Deputy Head on behaviour programmes;  Championing provision for improving mental health;  The provision of line management for inclusion staff (including TAs);  Strategic leadership and development of the School’s inclusion facility;  Further whole school responsibilities as agreed with the Headteacher, potentially to include leading on the development of Student Voice and acting as Education Visits Co-ordinator. |
| **Line Managed by:** | | Headteacher |
| **Liaising with:** | | Other members of SLT, inclusion staff. |
| **Job Purpose** | | |
|  | * Provide strategic leadership of inclusion to ensure that all our students are able to achieve their best across the school, including those most at risk of exclusion; * Lead and manage the inclusion facility, including deployment of staff and oversight of the referral system; * Ensure that SLT and Governors are informed about national and local developments in provision for SEND students, for those with behavioural difficulties and for inclusion; * Develop the School as a centre of excellence for the provision of inclusion; * Reduce fixed term exclusions by developing alternatives to exclusion. | |
| **Key Responsibilities** | | |
| **1. General Responsibilities** | | |
| 1.1  1.2  1.3  1.4  1.5  1.6  1.7  1.8  1.9 | Undertake an appropriate programme of teaching in accordance with the duties of a teacher;  Under the reasonable direction of the Headteacher, be a member of SLT & carry out the professional duties of a school leader as set out in the current pay and conditions document;  Contribute to whole school policy developments and, as an SLT member, implement and champion school policies and procedures;  Provide effective line management for inclusion staff;  Have accountability for the performance management of the inclusion team;  Lead on the provision of CPD and other support for staff (including TAs) in developing best practice in the provision of effective inclusion;  Take on the role of Mental Health Champion in school;  Take a proactive approach to own professional development and liaise with SLT line manager to identify future development activities;  Under the reasonable direction of the Headteacher, to carry out other duties in line with the responsibilities of a senior leader. | |
| **2. Specific Responsibilities: Curriculum, Teaching and Learning** | | |
| 2.1  2.2  2.3  2.4  2.5  2.6 | Provide strategic leadership for inclusion across all faculties, including leading whole-school CPD, so that teachers and TAs are confident in providing effective classroom support for students with barriers to learning;  With the Curriculum Deputy, explore curriculum structures to support students with barriers to learning;  Develop effective schemes of learning and bespoke programmes of support for students within the inclusion facility;  Provide bespoke support for faculties in the development of teaching and learning for students with barriers to learning;  Explore opportunities for development through keeping up to date with the latest research on provision for inclusion and SEND;  Provide an expert voice on SLT to ensure that the inclusion across the school is at the cutting edge of practice. | |
| **3. Specific Responsibilities: Raising Achievement** | | |
| 3.1  3.2  3.3  3.4  3.5 | With inclusion staff, devise and implement strategies to ensure that students with barriers to learning (including those with mental health challenges) can gain access to effective development and support;  Co-ordinate the development of behavioural support programmes for our most at risk students, including provision for students on Pastoral Support and Behaviour Improvement Programmes;  Ensure that the work of the inclusion facility has maximum impact through the effective deployment of staff, oversight of programme delivery and entry and exit procedures;  Work closely with our associated primary schools to identify students who will need support on transition from Key Stage 2 and to devise appropriate programmes of support;  Liaise with Key Stage 5 and training providers to ensure that students with barriers to learning do not become NEET. | |
| **4. Specific Responsibilities: Quality Assurance** | | |
| 4.1  4.2  4.3  4.4  4.5 | Contribute to the development of whole school self evaluation, improvement planning and quality assurance;  Quality assure the work of the inclusion centre, including monitoring the impact for individuals and groups and the production of regular reports on the facility’s overall impact;  Provide effective performance management for inclusion staff so that areas for development are identified and acted upon;  Quality assure inclusion across the school through learning walks, work scrutiny and affective use of student voice;  Quality assure the effectiveness of behaviour support programmes and take a strategic lead in developing innovative approaches to improving the behaviour of those students most at risk of exclusion. | |

**Revised February 2019**