



Chair of Governors: Caroline Tyson
Head teacher: Sharon Taylor
Deputy Head: Katherine Gillard
SENCO: Samuel Bass
Safeguarding lead: Rebecca Austin & Alex Hurst

LONDON FIELDS PRIMARY SCHOOL

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London Fields Primary Job description: Assistant Headteacher for Inclusion

Job details

Salary: L1-6

Reporting to: Headteacher

Main purpose

The assistant headteacher with responsibility for Inclusion will support the headteacher and deputy headteacher in:

- Communicating the school's vision compellingly and supporting the headteacher's strategic leadership
- Determine the strategic development of inclusion, special educational needs and disability (SEND) policy and provision in the school
- Be responsible for the day to day operation of the Inclusion/SEND policy and coordination of specific provision to support individual pupils with SEND
- Formulating the aims and objectives of the school
- Establishing policies for achieving these aims and objectives
- Managing staff and resources to that end
- Monitoring progress towards the achievement of the school's aims and objectives
- Provide professional guidance to colleagues, working closely with staff, parents and other agencies
- Be expected to fulfil the responsibilities of a teacher, as set out in the STPCD

The Assistant Headteacher for inclusion may also be required to undertake any of the duties delegated from the headteacher.

Qualities

The assistant headteacher will:

- Uphold public trust in school leadership and maintain high standards of ethics, behaviour and professional conduct

- Build positive and respectful relationships across the school community
- Serve in the best interests of the school's pupils

Duties and responsibilities

School culture and behaviour

Under the direction of the headteacher or deputy headteacher, the assistant headteacher will:

- Create a culture where pupils experience a positive and enriching school life
- Uphold educational standards in order to prepare pupils from all backgrounds for their next phase of education and life
- Ensure a culture of staff professionalism
- Encourage high standards of behaviour from pupils, built on rules and routines that are understood by staff and pupils and clearly demonstrated by all adults in school
- Use consistent and fair approaches to managing behaviour, in line with the school's behaviour policy
- Have a strategic overview of provision for pupils with SEND , monitoring and reviewing the quality of provision
- Contribute to school self-evaluation, improvement and monitoring particularly with respect to provision for pupils with SEND
- Maintain up to date knowledge of national and local initiatives that may affect school policy and practice
- Evaluate whether funding is being used effectively, and suggest changes to make funding more effective

Teaching, curriculum and assessment

Under the direction of the headteacher or deputy headteacher, the assistant headteacher for inclusion will, in respect for pupils with SEND:

- Establish and sustain high-quality teaching across subjects and phases, based on evidence
- Ensure the teaching of a broad, structured and coherent curriculum
- Use valid, reliable and proportionate approaches to assessing pupils' knowledge and understanding of the curriculum
- Ensure the use of evidence-informed approaches to reading so that all pupils are taught to read

Additional and special educational needs and disabilities

Under the direction of the headteacher or deputy headteacher, the assistant headteacher will:

- Have ambitious expectations for all pupils with SEN and disabilities
- Maintain an accurate SEND register and provision map and advise on the use of the school's budget and other resources to meet pupils' needs effectively, including staff deployment
- Provide Guidance to colleagues on teaching pupils with SEND, and advise on the graduated approach to SEND support

- Identify a pupil's SEND, coordinate provision and secure relevant services for the pupil
- Ensure records are maintained and review EHC plans with parents, carers and the pupil
- Promote inclusion in the school community
- Work with early years providers, other schools, educational psychologists, health and social care professionals, and other external agencies
- Promote a culture and practices that enables all pupils to access the curriculum
- Lead the school to work effectively with parents, carers and professionals to identify additional needs and provide support and adaptation where appropriate
- Make sure the school fulfils statutory duties regarding the [SEND Code of Practice](#).

Organisational management and school improvement

Under the direction of the headteacher or deputy headteacher, the assistant headteacher will:

- Establish and oversee systems, processes and policies so the school can operate effectively
- Ensure staff and pupils' safety and welfare through effective approaches to safeguarding, as part of duty of care
- Ensure rigorous approaches to identifying, managing and mitigating risk
- Ensure effective use of budgets and resources
- Identify problems and barriers to school effectiveness, and develop strategies for school improvement that are realistic, timely and suited to the school's context
- Make sure these school improvement strategies are effectively implemented

Staff management and professional development

Under the direction of the headteacher or deputy headteacher, the assistant headteacher will:

- Performance manage school staff, including carrying out appraisals and holding staff to account to their performance
- Manage staff well with due attention to workload
- Ensure staff have access to appropriate, high-standard professional development opportunities
- Keep up to date with developments in education and specifically inclusion and SEND
- Seek training and continuing professional development to meet their own needs
- Lead and manage teaching assistants (TAs)

Governance, accountability and working in partnership

Under the direction of the headteacher or deputy headteacher, the assistant headteacher will:

- Ensure the school effectively and efficiently operates within the required regulatory frameworks including Equality Act 2010 in terms of reasonable adjustments and access arrangements
- Work with the governing board as appropriate frameworks and meets all statutory duties
- Work successfully with other schools and organisations

- Maintain working relationships with fellow professionals and colleagues to improve educational outcomes for all pupils

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the assistant headteacher will carry out. The postholder may be required to do other duties appropriate to the level of the role.

Person specification

criteria	qualities
Qualifications and training	<ul style="list-style-type: none"> · Qualified teacher status · National award for SEND Coordination, or a willingness to complete it within 3 years of appointment · Degree · Professional development in preparation for a leadership role
Experience	<ul style="list-style-type: none"> · Leadership and management experience in a school · Experience conducting training/leading CPD · Minimum 6 years teaching experience · Involvement in school self-evaluation and development planning · Line management experience · Demonstrable experience of successful line management and staff development
Skills and knowledge	<ul style="list-style-type: none"> · Sound knowledge of the SEND Code of Practice · Ability to plan and evaluate, including data analysis to inform provision planning · Effective communication and interpersonal skills · Understanding of high-quality teaching and effective intervention strategies, and the ability to model this for others and support others to improve · Understanding of school finances

	<ul style="list-style-type: none"> · Effective communication and interpersonal skills · Ability to communicate a vision and inspire others · Ability to build effective working relationships
Personal qualities	<ul style="list-style-type: none"> · A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school · Commitment to equal opportunities and securing good outcomes for all pupils · Ability to work under pressure and prioritise effectively · Commitment to maintaining confidentiality at all times · Commitment to safeguarding and equality, ensuring that personal beliefs are not expressed in ways that exploit the position.

Notes:

This job description may be amended at any time in consultation with the postholder.