



Job Description and Person Specification

Assistant Headteacher – Inclusion and Personal Development





JOB DESCRIPTION

Assistant Headteacher – Inclusion and Personal Development

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|------------------------------|--|
| Reporting to: | Headteacher and Deputy Headteacher. |
| Responsible for: | Any members of staff the Headteacher delegates line management responsibility for. |
| Liaising with: | Headteacher/SLT, Governing Board, Curriculum Leaders, Pastoral Leaders, SENDCo, Key Stage hubs and relevant staff with cross-school responsibilities, relevant support staff, external agencies and parents. |
| Working Time: | Full time as specified within the STPCD. |
| Salary/Grade: | L10-L14 |
| Disclosure level: | Enhanced |
| Post Purpose summary: | <p>To support and assist the Headteacher by providing dynamic and professional leadership of inclusion and personal development.</p> <p>To strategically lead the vision, direction and development of SEND provision across the school.</p> <p>To lead and line manage the SENDCo.</p> <p>To lead and line manage the PSHE co-ordinator</p> <p>To develop appropriate curriculum pathways to ensure all students have the opportunity to achieve.</p> <p>To support the development of whole class teaching of the highest quality that supports inclusion.</p> <p>To raise the attainment of groups of students in the school including SEND, LAC and PP.</p> <p>To lead on the personal development curriculum for all year groups.</p> <p>To be responsible for careers education.</p> |

Key Responsibilities

- Take a significant lead in monitoring, evaluating and developing the quality of SEND provision across the school.
- Play a significant role in contributing to school strategic planning, specifically the School Improvement Plan and SEF.
- Support the Headteacher in the professional development of the senior and middle leadership teams by supporting, coaching and mentoring colleagues in relation to SEND.
- Undertake a range of rigorous quality assurance activities to report on the impact of school improvement strategies and systems and make recommendations for development and target support accordingly.
- Oversee the development of alternative and additional learning opportunities for a range of student groups including those experiencing difficulties in accessing mainstream learning and teaching, EHCP, students on the SEND register plus other vulnerable groups and those with records of poor behaviour and attendance.
- Support and develop strong working relationships with outside agencies.
- Monitor progress of vulnerable students including those with SEND and evaluate the effectiveness of teaching to guide future improvements.
- Oversee the development and evaluation of policies and practices across the school including SEND.
- Lead curriculum development for the whole inclusion provision e.g. alternative curriculum pathways.
- Lead on the effective provision of inclusive education, including the CPD of all staff, developing and enhancing the teaching practice of all colleagues, implementing improvements where required.
- Keep up to date with national developments in teaching practice and methodology.
- Conduct 'learning walks' and other learning evaluation strategies in accordance with school quality assurance.



- Ensure that the personal development curriculum meets the statutory requirements and responsibilities related to Relationships and Sex Education.
- Ensure the personal development curriculum develops students spiritual, moral, social and cultural development.
- Ensure students experience personal development of the highest quality through the curriculum, assemblies and co-curricular opportunities.
- Develop the careers programme in line with the Gatsby benchmarks and to ensure the school is meeting the requirements of s42b of the Education Act 1997

Teaching

- Undertake an appropriate programme of teaching in accordance with the duties of a standard scale teacher.

Leadership

- Working with the Headteacher, Senior Leadership Team, governing board and others to develop the school's vision, establish and maintain a culture and ethos that promotes effective collaboration, excellence, equality and high expectations of all students and staff.
- Articulating and modelling the school's vision and strategic direction in relation to inclusion and personal development.
- Developing and implementing coherent operational plans which promote and sustain continuous school improvement.
- Leading specific initiatives and co-ordinating development programmes to ensure the school promotes and achieves the highest standards of learning and teaching.
- Embedding ambition and driving improvement, specifically within line managed departments/teams and across areas of responsibility.
- Being accountable for the progress line managed departments/teams make towards meeting the school's statutory targets and strategic objectives for student performance.
- Contributing to the school's rigorous and on-going self-evaluation cycle and quality assurance procedures across the school, specifically in line managed departments/teams, including:
 - contributing to the School's SEF and providing relevant evidence
 - participating in cross-school 'benchmarking' to moderate judgements
 - annually reviewing progress and moderating department/team SEFs
 - interpreting and acting upon student performance/prior attainment data
 - work scrutiny/standardisation of assessment
 - lesson observations and feedback
 - learning walks
 - moderating student standards of achievement and behaviour
 - checking that all staff are fulfilling their professional responsibilities and carrying out their duties effectively
- Drafting workplace policies, procedures and practice, ensuring they take account of statutory requirements and/or national and local priorities and promoting collective responsibility for their implementation.
- Preparing reports for Governors' meetings.
- Being a positive role model in all aspects of leadership, management, teaching and learning to students and staff.
- Participating in the day to day management of the school by being a visible and effective presence and contributing to the duty rota.



Learning

- Monitoring the quality of learning and teaching in line managed departments/teams.
- Promoting strategies for raising the achievement of all learners and managing strategic intervention programmes.
- Making effective use of assessment for learning and benchmark data to monitor and promote students' progress.
- Establishing innovative, creative, responsive and effective approaches to learning and teaching.
- Encouraging an ethos which enables everyone to work together, share knowledge and understanding, celebrate success and accept responsibility for outcomes.
- Contributing to planning a diverse, flexible curriculum and effective assessment framework in keeping with the school's inclusive ethos.
- Ensuring personalised learning remains a core priority in curriculum planning and delivery.
- Supporting and co-planning learning experiences for students which are linked into and integrated with the wider community and take account of students' academic, spiritual, moral, social, emotional and cultural well-being.
- Reporting national and local educational strategies and developments to all staff and governors as appropriate.
- The Assistant Headteacher will undertake any other reasonable tasks or duties assigned by the Headteacher. He/she also has all the responsibilities of any teacher at Lutterworth High School.

Personal Growth and Development

- Ensuring all staff are kept informed of the school's strategic objectives, core priorities, development and progress through effective communication.
- Implementing effective procedures to safeguard students at all times.
- Contributing to the recruitment, induction and professional development of the school's workforce to achieve the school's vision and goals, including initial teacher trainees.
- Supporting equal opportunities for all members of the school's community regardless of gender, ethnicity, religion, sexuality or disability.
- Implementing clear, consistent and effective performance management processes within line managed departments/teams and challenging underperformance at all levels and ensuring corrective action and follow up is provided accordingly.
- Maintaining effective partnerships with parents and carers to support and improve students' achievement and personal development.
- Using professional skills and judgement in decision making and ensuring that professional duties are fulfilled, as specified in the Terms and Conditions of Service of Teachers, including those of Assistant Headteacher.
- Reviewing own practice, setting personal targets, participating in continuing professional development and engaging in professional learning relevant to the post of Assistant Headteacher.
- Managing own workload and that of others to allow an appropriate work/life balance.

Community

- Liaising with other staff within the wider student support team, team leaders and appropriate external agencies to protect children to ensure their development, health and well-being.
- Identifying opportunities, with the Senior Leadership Team and Headteacher, to further involve parents, carers, community figures, business and other organisations to enhance and enrich students' experiences.
- Sharing knowledge and experience with other schools in Leicestershire, nationally and internationally to promote innovative initiatives and contribute to the wider development of the education system.
- Sharing the school's vision and values and building these into daily practice including the delivery of assemblies and other opportunities for celebrating achievement and informing progress (Parents' Evenings and Celebration of Achievement etc.)
- Ensuring timely and professional communication to parents in all correspondence and consistently high standards in reports on students' progress.



- Maintaining positive perceptions of the school through relevant, interesting and engaging items on the school's website, in newsletters and the local media, presentations /workshops at Parents'/Curriculum Evenings and Celebration events.
- Encouraging participation in and organising enrichment, cross and extra- curricular activities appropriate to extending learning, including supporting those in his/her line managed departments/teams.
- Leading specific whole school in-service training sessions related to the priorities for the post and other relevant time limited/working groups.

Environment

- Ensuring the range, quality and use of all available resources is monitored, evaluated and reviewed in his/her line managed departments/teams to improve the quality of education for all students and ensure value for money.
- Contributing to the development of the school site to ensure it meets current and future needs within a sustainable framework ensuring the range, quality and use of available resources are evaluated to improve the quality of education for all students.
- Generating new income streams and grant funding to complement and enhance the achievement of the school's strategic objectives and which are supportive of the school's ethos.

All teachers at Lutterworth High School will carry out their duties in line with those set out in the current School Teachers' Pay and Conditions Document.

SIGNATURES:

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified in this job description.

This job description is current at the date below but will be reviewed on an annual basis and, following consultation with you, may be changed to reflect or anticipate changes in the job requirements which are commensurate with the job title and grade.

Signed: _____

Dated: _____ (Employee)

Signed: _____

Dated: _____ (Headteacher)



PERSON SPECIFICATION

Assistant Headteacher – Inclusion and Personal Development

Education

| Essential | Desirable |
|--|---|
| <ul style="list-style-type: none">• Degree or equivalent• Qualified Teacher Status• Appropriate professional development at Middle Leadership level• Qualified SENDCo/NASENCO or willingness to undertake the NPQSENDCo | <ul style="list-style-type: none">• Further relevant qualifications e.g. Masters degree, NPQML, NPQSL• Willingness to undertake further appropriate professional development |

Experience

| Essential | Desirable |
|--|---|
| <ul style="list-style-type: none">• Middle Leadership experience in an 11-16 or 11-18 school or SENDCo experience• Evidence of successful leadership of whole school initiatives – introduction, monitoring and evaluation of impact• Experience of developing and leading curriculum pathways to support inclusion• Evidence of delivering effective CPD to staff• Successful experience of monitoring/ evaluation of quality of outcomes• Proven ability to raise standards | <ul style="list-style-type: none">• Recent extended Leadership Team experience in an 11-16 or 11-18 school• Middle or Senior Leadership experience in more than one 11-16 or 11-18 school• Experience of Post 16 teaching• Successful collaborative work and partnership with schools, business and community• Experience of working with a range of services to secure the best support and outcomes for students• Experience of the innovative deployment of technology in improving learning outcomes• Experience of leading personal development programmes to groups or across the school• Experience of SEN provision and responsibilities |

Knowledge

| Essential | Desirable |
|---|--|
| <ul style="list-style-type: none">• The principles and characteristics of effective schools.• Understanding of key educational issues/change• Successful and proven track record of innovation and leading change• Commitment to developing professional knowledge of education• Strong understanding of what makes a highly successful 11-16 school• Knowledge of how students learn and how to improve learning• Knowledge of strategies to raise student achievement | <ul style="list-style-type: none">• Excellent knowledge of pedagogy and current educational research• Knowledge of Post 16 transition and Higher Education pathways• Knowledge of current best practice related to SEND• Knowledge of the SEND Code of Practice 2015 and the Children and Families Act 2014• Knowledge of the Equalities Act 2010 in terms of reasonable adjustments and access arrangements |

Skills

| Essential | Desirable |
|---|--|
| <ul style="list-style-type: none"> • An outstanding classroom practitioner • Excellent communication, presentation and interpersonal skills (verbal and written) • Ability to complete tasks to a very high standard with attention to detail. • Ability to inspire, motivate and gain the confidence of students, staff, parents, governors and the wider community • Can think strategically at a whole school level and support others to do the same • Ability to form effective working relationships with students, parents, staff, outside agencies and governors • Can articulate a clear, personal vision for education • Displays an excellent understanding of the ways in which to build students' trust and self-control • Able to use data to plan and evaluate intervention programmes • Ability to make observations and recommendations about students to others | <ul style="list-style-type: none"> • Experience of effectively addressing large groups of students and adults |

Personal Qualities

| Essential | Desirable |
|---|--|
| <ul style="list-style-type: none"> • Very strong commitment to inclusion and improving the life chances of young people • Complete dedication to school improvement • A very strong commitment to equal opportunities • A clear understanding of the importance of highly effective leadership in school improvement • Exemplary professionalism • Displays diplomacy, loyalty, integrity and principled leadership • Excellent team worker • Determination to make things happen • Ability to work in partnership with all members of school community • Hard working and energetic • Confident, optimistic, enthusiastic, resilient, a good sense of humour and of perspective • Will support team decisions • Able to lead from the front • Creative self starter • Able to prioritise and organise their own work and that of others • Reflective and self-aware of own strengths and weaknesses • Ambition and vision | <ul style="list-style-type: none"> • Experience of leading change to improve the life chances of young people |

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