

Job Description – Assistant Headteacher with responsibility for Inclusion

Leadership scale 5 – 9

Responsible to: Headteacher

Responsible for: Inclusion, UPKS2 and Teaching Assistants

Areas of responsibility and key tasks:

A. Strategic direction and development of the school – in co-operation with, and under the direction of, the Headteacher

- support and secure the commitment of others to the vision, ethos and policies of the school and promote high levels of achievement;
- support the creation and implementation of the school strategic plan and to take responsibility for appropriately delegated aspects of it
- support all staff in achieving the priorities and targets set by the school
- support the evaluation of the effectiveness of the school's policies and developments and analyse their impact.
- ensure that parents are well informed about the curriculum, targets, children's progress and attainment.

B. Teaching and Learning

- support the head teacher in determining, organising and implementing the curriculum and its assessment; monitor and evaluate them in order to identify and act on areas for improvement;
- support the head teacher in the monitoring of the quality of teaching and standards of learning and achievement of all pupils, including those with special educational or linguistic needs across the school, including the analysis of performance data;
- to take responsibility for leadership of SEN provision across the school;
- support the head teacher in developing links with parents of children across the whole school;
- establish and maintain effective transition arrangements for pupils transferring to high/secondary schools and transferring to and from the school from other settings;

C. Leading and managing staff

- support the head teacher and other members of the leadership team in developing positive working relationships with and between all pupils and staff
- lead groups of staff in development activities and evaluate outcomes;
- support the appraisal process as required and use the process to develop personal and professional effectiveness;
- provide support to newly qualified teachers, supply teachers, teachers and teaching assistants in the school who may be new to the school;
- ensure that the head teacher and governors are well informed about policies, plans and priorities for the school, its success in meeting objectives and targets, and any future development needs;
- ensure consistent implementation of school behaviour policy;
- develop and implement behaviour policy.

D. Effective deployment of staff and resources

- ensure school meets attendance targets
- support the head teacher in the deployment of staff in the school and support those staff in their duties;
- work with the head teacher in establishing priorities for expenditure for the school, and in monitoring the effectiveness of spending and usage of resources;
- to deploy Teaching Assistants effectively so that the inclusion of all pupils can be met, particularly the support for SEN pupils.

E. General – to:

- take on specific tasks related to the day to day administration and organisation of the school as requested by the head teacher;
- take on any additional responsibilities which might from time to time be determined by the head teacher;
- create and maintain positive and supportive relationships with staff, parents and the PTFA and governors;
- to engage with appropriate training opportunities to promote professional effectiveness in this role;
- develop and maintain highly effective inclusion procedures which promote high standards of behaviour and good levels of attendance;
- support the head teacher in ensuring the objectives of the SEN policy are reflected in the school development plan, that effective systems are in place to identify and meet needs and that they are coordinated, monitored, evaluated and reviewed.