

**Assistant Headteacher and Head of Inclusion JOB DESCRIPTION**

**Key Senior Leadership Expectations**

1. Set very high expectations for pupil attainment and behaviour and challenge underperformance vigorously with staff, parents and pupils.
2. Organise staff cover and supervision across the school.
3. Support the headteacher with all aspects of school improvement.
4. Promote high levels of confidence in the leadership of the school through the active marketing of its work to staff, parents, pupils and the wider community including the local authority and Ofsted.
5. Ensure the highest standards of professional conduct and positive attitudes are modelled to staff, pupils and parents at all times. To act with integrity, ensuring confidentiality at all times.
6. Ensure that the headteacher is well briefed about any events, incidents, issues or changes that may affect the smooth running of the school.
7. Develop own leadership capability through reading, courses, seeking feedback and other methods, as appropriate.
8. Model an optimistic approach and challenge negative attitudes whenever you see/hear them in a constructive, assertive manner.

**Staff Professional Development**

1. Devise and lead staff training relevant to the post to ensure that all staff acquire the knowledge, skills and techniques to support children with additional needs.
2. Research and co-ordinate external development opportunities for all staff, as appropriate; co-ordinate application process and monitor participation and impact. Report to Headteacher and Governors each term.
3. Maintain efficient records of staff participation in professional development opportunities and their evaluation of these opportunities.
4. Line manage SEND LSAs and provide ongoing support so they can support identified pupils most effectively.
5. Provide Performance management for SEND LSAs.
6. Develop teachers to mentor/coach LSAs through the provision of training, support and regular feedback.
7. Maintain up-to-date knowledge of best practice and effective interventions to support learning.

## **Personal Development and Well-being**

1. Implement social and emotional intervention programmes with teachers and appropriate LSAs.
2. Implement strategies to encourage the development of mental health and well-being across the school.
3. Monitor and develop PSHE, including sex and relationship education, and evaluate its effectiveness.
4. Promote high professional standards and expectations in inter-personal relationships across the school.
5. Ensure that the well-being and development of all staff is given a high priority.

## **Inclusion**

1. Lead and monitor provision order to be aware of strengths and weaknesses, including multi-agency partnership working.
2. Carry out a half-termly review of inclusion, identifying strengths and weaknesses in leadership and agree short-term and long-term action plans to address weaknesses.
3. Monitor standards & achievement for pupils with SEN and other vulnerable groups, each half-term and ensure interventions are evaluated based on impact on pupil progress.

Inter-agency work, developing one-plans, building up cases for EHCP's and submitting applications. This could include partnership work with Social Care, Behaviour Support, EWMHS, and Young Carers etc

4. Act as critical friend to class teachers to ensure efficient use of time and resources to secure good outcomes for vulnerable pupils.
5. Deploy LSA support to maximise the impact on pupil progress.
6. Carry out the duties of Designated Safeguarding Lead.
7. Coordinate, monitor and evaluate provision for Looked After children and ensure all statutory responsibilities are met.

**Any other reasonable responsibility delegated by the Headteacher.**