



EMMBROOK JUNIOR SCHOOL

ASSISTANT HEAD TEACHER (with responsibility for Inclusion)

JOB DESCRIPTION

The Assistant Head Teacher will be responsible for working with and supporting the Head Teacher on the following key school leadership and management areas. This will involve accepting delegated responsibility for aspects of these key areas.

Strategic direction and development of the school:

- Contribute to a strategic view for the school in its community and analyse and plan for its future needs and further development within the local, national and international context.
- Demonstrate high standards of personal integrity, loyalty, discretion and professionalism and publicly supporting all decisions of the Head Teacher and Governing Body.
- Work closely with the Head Teacher and Deputy Head Teacher and have honest and frank discussions as part of the Senior Leadership Team (SLT).

Teaching and learning:

- Providing an example of excellent classroom practice and inspiring and motivating other staff.
- Working with the Head Teacher and Deputy Head Teacher to secure and sustain high expectations and excellent practice in teaching and learning throughout the school.
- Monitor and evaluate the quality of teaching and learning and standards of all vulnerable pupils' achievement across the school.
- Cover classes when required in order to ensure high standards of teaching and learning across the school.
- Lead an area of the curriculum if required

Efficient and effective deployment of staff and resources:

- In consultation with the Head Teacher deploy staff and resources efficiently and effectively to meet specific objectives in line with the School Development Plan.

Accountability:

- Supporting the Head Teacher and Deputy Head Teacher in accounting for the efficiency and effectiveness of the school to all relevant stakeholders.
- To act as a Deputy Designated Safeguarding Lead (DDSL) including attending professionals' meetings and providing reports when required.

Specific Duties:

To work with the Head Teacher and Governing Body to:

- contribute to a positive ethos for learning.
- overtly promote the core values and achievements of the school to the community.
- determine the strategic development of special educational needs (SEN) policy and provision in the school
- be responsible for day-to-day operation of the SEND policy and co-ordination of specific provision to support individual pupils with SEND and/or are in receipt of the Pupil Premium Grant (PPG) and pupils for whom English is an additional language (EAL).
- support the Head Teacher with pupil progress meetings.
- assume responsibility for the school in the absence of the Head Teacher and Deputy Head Teacher.
- undertake such reasonable activities as the Head Teacher and Governors may, from time to time, require.

Strategic development of SEN policy and provision

- Have a strategic overview of provision for pupils with SEND or are in receipt of the PPG across the school, monitoring and reviewing the quality of provision
- Contribute to school self-evaluation, particularly with respect to provision for pupils with SEND or are in receipt of the PPG
- Ensure the SEN policy is put into practice, and that the objectives of this policy are reflected in the school improvement plan
- Maintain an up-to-date knowledge of national and local initiatives which may affect the school's policy and practice
- Evaluate whether funding is being used effectively, and propose changes to make use of funding more effective

Operation of the SEN policy and co-ordination of provision

- Maintain an accurate SEND register and provision map
- Provide guidance to colleagues on teaching pupils with SEND or are in receipt of the PPG, and advise on the graduated approach to SEN support
- Advise on the use of the school's budget and other resources to meet pupils' needs effectively, including staff deployment
- Be aware of the provision in the local offer

- Work with early years providers, other schools, educational psychologists, health and social care professionals, and other external agencies
- Be a key point of contact for external agencies, especially the local authority
- Analyse assessment data for pupils with SEND or are in receipt of the PPG
- Implement and lead intervention groups for pupils with SEN, and evaluate their effectiveness

Support for pupils with SEND or are in receipt of the PPG

- Identify a pupil's SEN
- Co-ordinate provision that meets the pupil's needs, and monitor its effectiveness
- Secure relevant services for the pupil
- Ensure records are maintained and kept up to date
- Review the education, health and care plan with parents or carers and the pupil
- Communicate regularly with parents or carers
- Ensure that if the pupil transfers to another school, all relevant information is conveyed to it, and support a smooth transition for the pupil
- Promote the pupil's inclusion in the school community and access to the curriculum, facilities and extra-curricular activities
- Work with / support parents of children with SEND
- Work in tandem with the Nurture Lead to run parent workshops throughout the year

Leadership and management

- Work with the Head Teacher, Deputy Head and governors to ensure the school meets its responsibilities under the Equality Act 2010 in terms of reasonable adjustments and access arrangements
- Coordinate the PPG budget and statement
- Prepare and review information the governing board is required to publish
- Contribute to the school improvement plan and whole-school policy
- Identify training needs for staff and how to meet these needs
- Lead INSET for staff
- Support teachers in meetings with parents when required
- Share procedural information, such as the school's SEN policy
- Promote an ethos and culture that supports the school's SEN policy and promotes good outcomes for pupils with SEND or are in receipt of the PPG
- Lead and manage all support staff (learning Support Assistants & Teaching Assistants)
- Manage and direct the PPG Intervention assistant and nurture assistant
- Lead staff appraisals and produce appraisal reports as agreed with SLT
- Review support staff performance on an ongoing basis

Person specification

Criteria	Qualities
Qualifications	Qualified teacher status <i>[note: this is a requirement under the SEND Code of Practice]</i> National Award for SEN Co-ordination Degree
Experience	At least 4 years of teaching experience Experience of working at a whole-school level Involvement in self-evaluation and development planning Experience of conducting training/leading INSET Experience of leading provision for SEND children including annual reviews and liaising with outside agencies.
Skills and knowledge	Sound knowledge of the SEND Code of Practice Understanding of what makes 'quality first' teaching, and of effective intervention strategies Ability to plan and evaluate interventions Data analysis skills, and the ability to use data to inform provision planning Effective communication and interpersonal skills Ability to build effective working relationships Ability to influence and negotiate Good record-keeping skills
Personal qualities	Commitment to getting the best outcomes for pupils and promoting the ethos and values of the school Commitment to equal opportunities and securing good outcomes for pupils with SEND or are in receipt of the PPG Ability to work under pressure and prioritise effectively Commitment to maintaining confidentiality at all times Commitment to safeguarding and equality

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

Last review date:

Next review date:

Head Teacher signature: _____

Date: _____

Postholder's signature: _____

Date: _____