

## Elvetham Heath Primary School

### Job description

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| Post title:            | <b>Assistant Headteacher – Inclusion and Diversity</b>                               |
| Salary band:           | L1 - 5   |
| Posts responsible to:  | Headteacher  |
| Posts responsible for: | Pastoral Team<br>Pupil Premium Lead<br>Some Support Staff and Lunchtime Supervisors. |

| Job purpose  |
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| <p>The Assistant Headteacher for Inclusion is a strategic member of the school's Senior Leadership Team (SLT), responsible, alongside the SENDCOs, for shaping and delivering the school's vision for inclusion and diversity and promoting character education.</p> <p>The post will also include a regular teaching commitment of no less than 2 days per week.</p> <p>The role holder will work in partnership with the Headteacher, Deputy Headteachers and other SLT members. The successful candidate will share responsibility for the delivery of the school's ambitious Strategic Plan, with a focus on ensuring an inclusive ethos and curriculum.</p> <p>The post holder will:</p> <ul style="list-style-type: none"><li>• Act as a Deputy Designated Safeguarding Lead (DDSL), jointly coordinating safeguarding processes and policies</li><li>• Formulate and drive the strategic development of the school's inclusion policy and provision, covering DEI, behaviour, attendance, welfare, parental engagement, Early Help, and coordination with external agencies.</li><li>• Be the Designated Teacher for Looked After Children and Post Looked After Children. (LAC and PLAC).</li><li>• Serve as the Mental Health and Wellbeing Lead, developing and implementing the school's mental health strategy. Coordinate, monitor and evaluate SEMH support across the school.</li><li>• Support, develop, and lead relevant teams to secure high-quality teaching, effective use of resources, and improved standards of learning and achievement for all pupils, including underperforming and/or underrepresented groups.</li><li>• Work collaboratively within SLT to promote inclusion, Character Education, and a culture of high expectations and mutual respect.</li></ul> |

- Support, develop and lead relevant teams to secure high quality teaching, the effective use of resources and improved high standards of learning and achievement for all.
- Have the skills, preparation and authority to carry out the role effectively, including making rigorous and fair judgements on progress towards meeting the priorities as detailed in the School's Strategic Plan.
- Support the headteacher's overall leadership, development and management of the teaching and learning of all pupils.
- Take a leading role in the monitoring and evaluation of standards across the whole school with focus on those pupils under the jurisdiction of the role (Inclusion, DE, SEND and support staff) and to be a leading professional actively promoting the most effective teaching and learning practices across the school.

#### Strategic Leadership

- Develop, implement, and review the school's **inclusion policy** and provision, ensuring it is embedded across all aspects of school life.
- Lead on the school's **Pupil Premium Strategy**, ensuring impactful use of funds and improved outcomes for disadvantaged pupils.
- Oversee provision for **English as an Additional Language (EAL)**, young carers, pupils with medical conditions, and other vulnerable groups.
- Monitor, evaluate, and review the effects of policies, priorities, and targets for **vulnerable groups**, taking action as necessary.
- Report, through the Headteacher, to the governing body on key actions and future plans for inclusion, and provide annual reports for **LAC and PLAC pupils**.

#### DEI

- Audit the current curriculum to ensure that all children see themselves reflected in this, whilst also ensuring that it represents the wider world in which our children live.
- Lead training that prioritises awareness of unconscious bias, develops inclusive pedagogy and increases cultural competency for all.

### **Safeguarding and Wellbeing**

- Act as **DDSL**, ensuring robust safeguarding practices and statutory compliance.
- Lead the school's **mental health and wellbeing** provision, acting as the main point of contact for staff, pupils, and families.
- Promote **Trauma-informed practice** across the School.
- Coordinate **Early Help** signposting and the work of external agencies regarding pastoral support for children and families.

### **Behaviour, Attendance, and Pastoral Care**

- Ensure the **behaviour** policy is implemented consistently across the school, working with parents/carers and external agencies as needed.
- Lead lunchtime provision.
- Monitor **attendance**, swiftly identify and address persistent absence/lateness, and escalate cases through appropriate legal pathways.
- Identify pastoral needs and ensure impactful **interventions** are in place, coordinating the work of the **Pastoral Team** and support staff.

### Parental Engagement and Community Partnerships

- Engage and support **vulnerable and hard-to-reach families**, offering tailored parenting programs and coordinating curriculum workshops.
- Develop effective links with parents, carers, and external agencies to support and improve pupils' achievement and **personal development**.
- Coordinate **the school's extended offer and partnerships**, including line management of key staff and **liaison with external agencies**.

### Staff Development and Leadership

- Lead the **professional development of staff in inclusion**, including TAs, Learning Mentors, through coaching, mentoring, and high-quality CPD.
- **Model and share outstanding inclusive practice**, supporting staff in adapting teaching and learning for all pupils.

### Accountability and Evaluation

- Use data effectively to identify priorities, target interventions, and devise action plans for vulnerable pupils.
- Foster a culture of self-evaluation, personal development, and continuous improvement among staff and pupils.
- Ensure parents and pupils are well-informed about provision for vulnerable children.

### Professional characteristics

- You will demonstrate that you are an effective professional who challenges and supports all pupils to do their best through:
  - Inspiring trust and confidence;
  - Building team commitment;
  - Engaging and motivating pupils;
  - Analytical thinking; and
  - Taking positive action to improve the quality of pupils' learning.
  - Provide a role model for teaching and learning.

| Criteria       | Essential  | Desirable   |
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| Qualifications | <ul style="list-style-type: none"><li>• Qualified Teacher Status</li><li>• Educated to degree level</li></ul>  | <ul style="list-style-type: none"><li>• Evidence of personal commitment to continuous professional development</li><li>• Leadership course attendance within past two years</li></ul> |
| Experience     | <ul style="list-style-type: none"><li>• Successful teaching experience for a minimum of five years.</li><li>• Understanding of how children learn (especially vulnerable</li></ul> | <ul style="list-style-type: none"><li>• Evidence of the development of policy</li><li>• Experience carrying out performance reviews</li></ul>   |

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|                      | <p>children) in a high achieving and successful school</p> <ul style="list-style-type: none"> <li>• Building and sustaining effective working relationships with staff, governors and parents in the wider community</li> <li>• Experience of promoting initiatives that celebrate diversity and foster belonging.</li> <li>• Experience of a responsibility for children with SEND and / or other vulnerable groups</li> <li>• Experience of leading teams to achieve a specific outcome for children.</li> <li>• Successful teaching experience in more than one phase.</li> </ul>  | <ul style="list-style-type: none"> <li>• Experience of working in a setting that delivers effective trauma-informed practice.</li> </ul>   |
| Knowledge and Skills | <ul style="list-style-type: none"> <li>• Evidence of strong professional subject knowledge including the SEND Code of Practice</li> <li>• Strong understanding of equality legislation.</li> <li>• Ability to collect and analyse data on diversity metrics</li> <li>• Understanding of the OFSTED framework</li> <li>• Ability to plan lessons effectively for all pupils in a class setting clear learning intentions and differentiating tasks and ability to demonstrate best practice to colleagues</li> <li>• Knowledge and understanding of positive behaviour strategies and dealing with specific behavioural needs.</li> <li>• Ability to coach and mentor individuals to achieve specific outcomes</li> <li>• Ability to challenge and inspire colleagues</li> <li>• Clear understanding and commitment to safeguarding procedures</li> <li>• Knowledge and understanding of the effective inclusion of all children.</li> <li>• Evidence of a commitment to equal opportunities and a proven track record of improving</li> </ul> | <ul style="list-style-type: none"> <li>• An understanding of the skills and attributes involved in effective leadership</li> <li>• Experience of working with external agencies on DEI initiatives.</li> <li>• Knowledge of restorative practices and trauma-informed approaches.</li> <li>• Evidenced experience of raising standards within key whole school priorities</li> <li>• Evidence of understanding of strategic management in a large school.</li> <li>• A trained mental health first aider, or the commitment to undertaking this training.</li> </ul> |

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|                    | <p>outcomes for diverse groups of pupils.</p> <ul style="list-style-type: none"> <li>• Understanding of use of data to raise standards for vulnerable groups.</li> </ul>   |   |
| Personal Qualities | <ul style="list-style-type: none"> <li>• To relish challenge and perform efficiently in this significant key role</li> <li>• Ability to take responsibility for others' performance</li> <li>• To be able to lead by example</li> <li>• Tenacity and commitment while working under pressure</li> <li>• Ability to think strategically</li> <li>• Ability to organise, prioritise and delegate</li> <li>• The ability to synthesise information quickly and effectively whilst maintaining an intensive workload</li> <li>• Ability to manage time effectively and work to deadlines</li> <li>• Good team player</li> <li>• Ability to enthuse and motivate others</li> <li>• Good communication skills both orally and in writing</li> <li>• Strong skills in working with parents as partners</li> </ul> | <ul style="list-style-type: none"> <li>• A commitment to providing extra-curricular activities and an understanding of its impact upon school ethos</li> <li>• A belief in character education</li> </ul> |
| Other              | <ul style="list-style-type: none"> <li>• Commitment to inclusive practice</li> <li>• Commitment to working hard to improve outcomes for vulnerable pupils</li> </ul>   | <ul style="list-style-type: none"> <li>• Governance experience/involvement with governors</li> </ul>  |

*This job description may be amended at any appropriate time, following consultation between the Headteacher and Assistant Headteacher, and will be reviewed annually.*