**Job Description**

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| **Job Title** | Director of Inclusion (Deputy Headteacher) |
| **Academy** | The Harbour School |
| **Reports to** | Headteacher |
| **Line Management of** | TBC |
| **Salary / Grade** | L17-20 |
| **Date Last Evaluated** | March 2025 |
| **Core Purpose** | To provide strategic leadership and management of the school’s inclusive practices, ensuring that all students, including those with additional needs, receive the support required to ‘Grow, Learn and Achieve’. To lead on embedding a culture of equity, accessibility, and high expectations, ensuring that whole-school standards in learning, achievement, attainment, and behavior are met for all students. |

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| **Key Responsibilities** |
| **Strategic Leadership**   * To assist the Headteacher with formulating, implementing, reviewing and ensuring that the vision, aims, objectives, policies and procedures of the school are clearly articulated, shared, understood and acted upon effectively * To assist the Headteacher, Governors and SLT in creating and communicating a clear educational vision, ethos and direction for the school based on a philosophy of continuous improvement * Work in collaboration with the Headteacher and Senior Leadership Team to ensure outstanding leadership, internal organisation and management across the school * To deputise for the Headteacher as and when required * To line manage assigned colleagues as determined by the Headteacher * To attend and advise at Full Governors Meetings and various sub-committee meetings as required * To develop and consistently implement whole school aims and policies which reflect the school’s commitment to high achievement and attainment * As a member of the Senior Leadership Team, provide leadership support where required in all areas of school development and improvement * To lead by example and be committed to ensuring there are high expectations at all times * To assist the Headteacher in promoting and maintaining positive relationships with all stakeholders * To have a high profile around the school campuses * To support with improving the progress and outcomes of all students * To have an accurate knowledge and understanding of the school’s effectiveness and be able to identify and develop strategies for improvement * To support the whole school ethos whereby teachers are motivated to develop and improve their own practice * To promote inclusion, equality of opportunity and diversity * To ensure all staff have high expectations of what the students can achieve * To have high expectations of all students and build positive relationships * To contribute to the safeguarding of all students, promote student welfare and work with the Senior Leadership Team to ensure that students feel safe, and staff are appropriately trained to identify safeguarding needs * Keep fully up to date with national frameworks in relation to whole school evaluation with a particular focus on SEND & Inclusion * Design and implement an Inclusion Strategy that enhances the learning and life chances of students with SEMH * Ensure inclusion is embedded across all policies, procedures, and quality assurance mechanisms * Develop and implement a data-driven approach to monitoring inclusion, using attendance, safeguarding, and progress data to inform interventions * Establish high-impact partnerships with PCC, CAMHS, social care, and alternative providers etc to improve multi-agency collaboration * Lead on innovative funding and resource allocation models to maximise the impact of targeted interventions   **Safeguarding & Attendance**   * Oversee the DSL to ensure a robust safeguarding culture * Support the DSL in early identification systems for at-risk students, integrating attendance, behaviour, and safeguarding data * Lead on whole school attendance improvement strategies, focusing on reducing persistent and severe absenteeism and preventing suspensions * Introduce proactive intervention models that support reintegration and prevent placement breakdowns   **SEND & Interventions**   * Oversee the SENDCO to ensure all students receive a high-quality learning experience * Oversee the development of a highly effective SEND framework, ensuring compliance with the SEND Code of Practice and EHCP requirements * Ensure universal, targeted, and specialist interventions (Graduated response) are in place to meet the diverse needs of students * Work with the SENDCO to embed a High-Quality Teaching approach across all settings, ensuring accessibility and differentiation for all students * Implement impact-tracking systems for SEND provision and interventions, ensuring continuous improvement.   **Careers & PSHE**   * Oversee the strategic development of Careers and Transition Planning, ensuring all students receive high-quality guidance and support in line with the Gatsby Benchmarks * Oversee the development of a bespoke PSHE curriculum that is trauma-informed and tailored to SEMH learners * Oversee a strong employer and post-16 education partnerships to increase opportunities for students beyond The Harbour School   **Monitoring and Assessment**   * To lead on the analysis of internal and external examination results following their publication with a key focus on SEND and identified vulnerable groups * To support with the whole school quality assurance processes to monitor and evaluate behaviour and attitudes, personal development and the school’s SEND provision * To support staff in monitoring and assessing the effectiveness of their development plans, to include developing and implementing appropriate strategies as required * To liaise with appropriate professionals and external agencies to provide appropriate interventions to support specific groups and/or individuals with their progress, attainment and achievement   **Leading and Managing**   * To support with the development of individuals and subject teams to develop, improve and enhance performance * To be committed to the management of performance through the school’s appraisal cycle * To support the Senior Leadership Team with the monitoring and evaluation of inclusion across the school * To lead on and advise colleagues on current educational practice in relation to inclusion * To support, challenge and motivate the staff you line manage via calendared Line Management meetings * To provide appropriate professional advice to others, as required * With the Headteacher, recruit, retain and deploy staff appropriately and assist in managing their workload to achieve the school’s vision and goals * With the Leadership Team, manage the school environment efficiently and effectively to ensure that it meets the needs of the curriculum and health and safety regulations * To take on additional roles as identified by the Headteacher to support the school in its overall improvement   **Resource Management**   * To develop and maintain strong working relationships with key stakeholders (PCC, local schools) to support the whole school vision and strategy with a particular focus on inclusion * To ensure the school is making the best use of the data software we use, to include Arbor, CPOMS via Assembly Pro * To secure and allocate resources appropriately to support the effective delivery of the interventions at all key stages * To support the school’s curriculum to ensure appropriate interventions are in place |
| **General Responsibilities** |
| * Comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description * Create and maintain positive and supportive relationships with staff, parents, business, community and other stakeholders * Be aware of the School’s duty of care in relation to staff, students and visitors and to comply with all health and safety policies at all times * To engage with appropriate training opportunities to promote professional effectiveness in this role * Participate in the ongoing development, implementation and monitoring of the Trust and school development plans * To treat all information acquired through employment, both formally and informally, in strict confidence * To be aware of the school's responsibilities under the General Data Protection regulations (GDPR) for the security, accuracy and relevance of personal data held on such systems and ensure that all processes comply with this * Be aware of and comply with policies and procedures relating to child protection, reporting all concerns to the Designated Safeguarding Lead * Be aware of and comply with the codes of conduct, regulations and policies of the Trust and school and its commitment to equal opportunities   **\*\*\*\*\*\*\*\*\*\*\*\*\*Full training will be offered to the successful candidate\*\*\*\*\*\*\*\*\*\*\*\*** |
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| **The duties and responsibilities listed above describe the post as it is at present. It cannot be read as an exhaustive list of duties and may be altered at any time with Academy approval.** |

**Note: Every job description in the organisation will be subject to a review either:**

**• On an annual basis at the time of the annual appraisal meeting, or**

**• As a result of a change in strategic direction, or**

**• As a result of a team/operational requirements, or it is the shared responsibility of the post holder and their manager to ensure that the job description is kept up to date.**

**Assessment methods**

**A – Application I – Interview T – Task/Activity R – References**

**Person Specification**

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| **Attribute** | **Essential or Desirable** | **Assessment** |
| **Qualifications & Experience** | | |
| GCSE English & Maths at a grade C or above | **E** | **A** |
| Good educational background including a good Honours Degree or equivalent. | **E** | **A** |
| Qualified Teacher Status (QTS) | **E** | **A** |
| NPQH | **D** | **A** |
| **Experience & Knowledge** | | |
| At least five years current teaching experience in a mainstream setting 11-16 | **E** | **A/I** |
| An excellent classroom teacher with the ability to motivate and enthuse students | **E** | **A/I** |
| A proven track record of successful leadership and management that has raised standards | **E** | **A/T/ R** |
| Working effectively as part of a team. | **E** | **A/I** |
| Up to date knowledge of school improvement and effectiveness strategies, including the process of self-evaluation and development planning in schools | **E** | **A/I** |
| Working with appropriate professionals and external agencies to support school improvement and student outcomes | **D** | **A/I** |
| Knowledge, experience and an ability to strategically analyse, interpret and report on data | **E** | **A/I/T** |
| Knowledge and experience of analysing data to spot trends, identify concerns and implement interventions, to include against national outcomes and benchmarks | **E** | **A/I** |
| Recruiting and selecting staff applying knowledge of safer recruitment | **E** | **A/I** |
| **Skills and Abilities** | | |
| Able to inspire and lead by example at all times, to include through a period of change | **E** | **A/T/I** |
| A proven track record of leading, managing and supporting staff maintaining confidentiality at all times | **E** | **A/T/I** |
| A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school | **E** | **A/I/R** |
| High expectations and professional standards of self and others | **E** | **A/I/R** |
| Highly motivated, enthusiastic, positive and resilient | **E** | **A/I** |
| Strong self-awareness as well as demonstrating emotional intelligence | **E** | **I/T** |
| Ability to communicate appropriately at all levels within the Academy, and with parents, visitors and external organisations. | **E** | **A/I** |
| Ability to build good working relationships with colleagues and to be an active team member. | **E** | **A/I/R** |
| Ability to multi-task within own remit and other areas. | **E** | **A/I** |
| Ability to work as part of a team and be an active team player. | **E** | **A/I/R** |
| Ability to work at pace and meet deadlines. | **E** | **A/I** |
| Patience, tolerance and sensitivity | **E** | **A/I/R** |
| Ability to adapt to change and the introduction of new working practices. | **E** | **A/I** |
| **Personal Commitment** | | |
| Demonstrate and adhere to DET and THS’s Core Values. | **E** | **A/I** |
| Commitment to equality and diversity in the workplace. | **E** | **A** |
| Adhere to GDPR guidelines and the THS’s internal procedures. | **E** | **A** |
| Adhere to THS’s Safeguarding and Child Protection policy and procedures. | **E** | **A/I/R** |
| Adhere to DET’s Health and Safety policy and procedures. | **E** | **A** |

**Assessment methods**

**A – Application I – Interview T – Task/Activity R – References**