

## Job Description

# Assistant Headteacher (Inclusion)



**Salary/Grade:** L9 - L13

**Reporting to:** Headteacher

**Responsible for:** Teaching and support staff as per organisational structure

**Purpose:** The Assistant Headteacher (Inclusion) will provide strategic and operational leadership for inclusion across the school while maintaining a small teaching role. They will lead statutory and inclusive processes, including Annual Reviews and Access Arrangements, ensuring high-quality provision, compliance and positive outcomes for students.

*The postholder will be required to carry out the professional duties of a teacher as set out in the School Teachers' Pay and Conditions Document (STPCD), including:*

- *Fulfilling the Teachers' Standards appropriate to a leadership post.*
- *Working within the statutory framework for teachers' pay and conditions.*
- *Carrying out leadership, management and teaching responsibilities in line with the STPCD.*

*The postholder will be deployed as a leader with teaching responsibilities, with a teaching timetable commensurate with leadership duties.*

### Duties and Responsibilities:

#### Leadership and Management

- Contribute to the strategic leadership of the school as a member of the Senior Leadership Team (SLT).
- Support the Headteacher and Deputy Headteacher in the day-to-day leadership and management of the school.
- Share responsibility for the delivery of the school's ambitious Strategic Plan, with a focus on ensuring an inclusive ethos and curriculum.
- Lead and drive the strategic development of the school's inclusion policy and provision, ensuring a coherent whole-school inclusion strategy that delivers statutory compliance and consistent practice across the school.

- Promote the school's vision, values and inclusive ethos.
- Contribute to school self-evaluation and improvement planning.
- Work with the Headteacher and governing board to ensure the school meets its responsibilities under the Equality Act 2010, particularly in relation to reasonable adjustments and access arrangements.
- Prepare and review information the governing board is required to publish.
- Design effective solutions to meet identified staff training needs at Prospect School, including commissioning or delivering training as appropriate.
- Lead bespoke staff training.
- Promote an ethos and culture that supports the school's SEND policy and promotes the best outcomes for all our students as individual learners.
- Lead and manage intervention programmes.

### **Teaching and Learning**

- Carry a teaching timetable appropriate to the leadership responsibilities of the role.
- Plan and deliver high-quality teaching that meets the needs of all learners.
- Model inclusive, adaptive and trauma-informed teaching practice.
- Contribute to curriculum development to ensure accessibility and engagement.
- Monitor and support the quality of teaching and learning related to inclusion.

### **Annual Reviews and EHCP Leadership**

- Provide leadership and oversight of the Annual Review process.
- Ensure Annual Reviews are completed in line with statutory timescales and Local Authority requirements.
- Chair and manage emergency Annual Reviews, working collaboratively with parents, carers and professionals to adapt provision where needed.
- Quality assure Annual Review documentation and recommendations.
- Support tutors to complete the Annual Review process.
- Monitor implementation of outcomes and agreed actions following reviews.
- Work collaboratively with staff, families and external professionals.
- Promote the student's inclusion in the school community and access to the curriculum, facilities and extra-curricular activities.
- Undertake the role of Designated Teacher.

### **Inclusion, SEMH and Student Support**

- Lead inclusive practice for students with SEMH and additional needs.
- Ensure provision is regularly reviewed and responsive to student need.
- Promote relational, restorative and trauma-informed approaches.

### **Behaviour, Attendance and Engagement**

- Provide leadership for behaviour systems, engagement and reintegration planning.

### **Safeguarding and Pastoral Leadership**

- Work closely with the Operational Designated Safeguarding Lead (ODSL) to ensure safeguarding and child protection arrangements meet the needs of students with SEND.
- Act as a Designated Safeguarding Lead (DSL) under the leadership of the Operational DSL.
- Ensure safeguarding procedures are robust, consistently applied and reflective of the increased vulnerability of students with SEND.

### **Staff Leadership and Professional Development**

- Line management responsibilities.
- Contribute to staff development, induction and training, particularly in relation to inclusion and statutory processes.
- Promote staff wellbeing and professional accountability.

### **Other Professional Duties**

- Undertake any other reasonable duties consistent with the role, as directed by the Headteacher.
- Participate in performance management in accordance with the STPCD.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description

This job description can be reviewed and may be subject to modification or amendment at any time after consultation with the post holder.

Person Specification		
Criteria	Essential	Desirable
Qualification and Training	<ul style="list-style-type: none"> <li>• Qualified Teacher Status (QTS) (primary or secondary)</li> <li>• Educated to degree level.</li> </ul>	
Experience	<ul style="list-style-type: none"> <li>• Successful teaching experience of students with SEMH and/or complex needs for a minimum of five years.</li> <li>• Experience of leadership or significant responsibility within a school.</li> <li>• Experience of holding responsibility for students with SEND and/or other vulnerable groups.</li> <li>• Line management experience.</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of working within a special school or AP setting.</li> <li>• Experience of working in a setting that delivers effective trauma-informed practice.</li> <li>• Experience as a DSL.</li> <li>• Experience of acting as, or working closely with, a Designated Teacher for looked after and previously looked after children.</li> <li>• Experience of delivering staff training.</li> <li>• Governance experience or involvement with governors.</li> </ul>
Skills and Knowledge	<ul style="list-style-type: none"> <li>• Clear understanding of safeguarding procedures and statutory responsibilities.</li> <li>• Strong professional knowledge of SEND, including the SEND Code of Practice and the effective inclusion of all students.</li> <li>• Understanding of quality first teaching, effective differentiation and evidence-based intervention strategies.</li> <li>• Ability to plan, deliver and evaluate lessons and interventions that meet the needs of all students, modelling best practice to colleagues.</li> <li>• Knowledge and application of positive behaviour strategies, including meeting specific behavioural needs.</li> <li>• Ability to think strategically and use data analysis to inform provision planning and raise standards.</li> <li>• Strong skills in planning, monitoring and evaluating provision and interventions.</li> </ul>	<ul style="list-style-type: none"> <li>• An understanding of the skills, behaviours and attributes required for effective leadership.</li> <li>• Knowledge of restorative practices and trauma-informed approaches.</li> <li>• Evidenced experience of raising standards within whole school priorities.</li> </ul>

Person Specification		
Criteria	Essential	Desirable
	<ul style="list-style-type: none"> <li>• Ability to coach, mentor, challenge and inspire colleagues to achieve agreed outcomes.</li> <li>• Highly effective communication and interpersonal skills, both written and verbal.</li> <li>• Ability to build effective working relationships with all stakeholders and influence through negotiation.</li> <li>• Strong organisational and record-keeping skills to support accountability and compliance.</li> </ul>	
Personal Qualities	<ul style="list-style-type: none"> <li>• Commitment to safeguarding, confidentiality and the highest standards of professional conduct at all times.</li> <li>• Strong commitment to equality, inclusion and improving outcomes for a diverse range of students, aligned with the ethos and values of the school.</li> <li>• Ability to lead by example, take responsibility for the performance of others and provide effective support and challenge.</li> <li>• Commitment to securing the best possible outcomes for students and actively promoting the ethos and values of the school.</li> <li>• Ability to work effectively under pressure, approaching the challenges of this key role with confidence, resilience, tenacity and operational efficiency.</li> <li>• Strong organisational and time management skills, with the ability to prioritise, delegate effectively and work to deadlines.</li> <li>• Ability to work collaboratively as a team player, building positive and productive working relationships.</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of personal commitment to professional development.</li> </ul>