



Learning Academy Partnership

Job Description

Assistant Headteacher

Job Title:	Assistant Headteacher
Salary:	Leadership Pay Scale
Hours of Work:	As outlined in the current School Teachers' Pay and Conditions document
Responsible To:	Head of Academy/Executive Head/CEO
Revision:	1.1 – April 2021

Main Purpose of Post

- Assistant Head with responsibility for SEND and Inclusion
- To be an inspirational and outstanding practitioner in inclusion.
- To have due regard to the requirements of the National Curriculum including the SEND Code of practice and hold the National Award for SEN Coordination (NASENCO)
- To lead on the school's Inclusion provision with particular responsibility for all pupils who fall within this area; including pupils with SEND, EAL, Vulnerable pupils and those in receipt of the Pupil Premium grant.
- To ensure that inclusion for all pupils is everyone's highest priority.
- Make strategic evaluations of teaching, learning, and personnel issues as a supportive and well-motivated team member with a particular focus on vulnerable pupils including those with SEND.
- To support the work of the Partnership in securing outstanding education for **all** pupils and the continuous improvement of teaching and learning in the Academy and Partnership, where applicable
- Play a key role in the development and implementation of the Learning Academy Partnership (LAP) vision, policies and practices and the LAP Development Plan

You are required to carry out such professional duties which form part of paragraph 60 64-67 of the School Teachers' Pay and Conditions Document which the CEO may reasonably ask you to undertake

Teaching and Learning

- Monitor and evaluate pupil achievement and attainment throughout the Academy
- Lead by example as a teacher and as a leader, achieving high standards of pupil attainment, behaviour and motivation through effective teaching
- To be the champion for inclusive practice in all aspects of school life and in every classroom.
- To ensure that SEND, SEND support and all vulnerable pupils make excellent progress from their starting points and ensure the statutory needs of EHCP pupils are met.
- Seek and actively support the mutual benefits of LAP joint practice development
- To monitor the quality of teaching and learning, in line with the LAP policies. This will include lesson evaluations, monitoring of outcomes and scrutiny of pupils work, feedback, learning environments, etc.

- To review long term planning to ensure coverage, progression and a range of learning experiences throughout the Academy
- Oversee all aspects of the Academy organisation and management, including preparing agendas and chairing meetings, in order to ensure that Academy policies and practices are being delivered
- To support the safeguarding culture and ensure that all children are safe.
- To establish effective working relationships with SENDCos across the Trust to ensure best practice is shared and developed.
- To line manage the team of support staff within the academy to ensure effective deployment and improved outcomes for the children.
- To be part of and therefore work closely with the Senior Leadership Team and all SEND staff to ensure continuity of SEND for all pupils and be part of the Trust SEND strategic team.
- To support all staff in understanding the needs of SEND pupils and ensure the objectives to develop SEND are reflected in the academy development plan, assisting the Head of Academy in deepening the vision, sense of purpose and pride in teaching and learning.
- Ensure that the Academy carries out its statutory responsibilities regarding all pupils with an Education, Health and Care Plan.
- To liaise effectively with the Local Authority and external agencies to ensure support for the journey of pupils with SEND, including through the EHCP process.
- To be outward looking to continually support best practice development of inclusion provision.
- To be the Designated Teacher for Looked After Children and ensure their needs are met through the Personal Education Plans (PEPs)
- Contribute to the creation and effective implementation of the Trust's policies and practices in relation to SEND.
- Establish and implement clear practices regarding SEND within the classroom through working alongside teachers to develop inclusive teaching and learning strategies.
- To coach and mentor teachers and support staff in order for them to better support SEND pupils in order to ensure both excellent progress and outcomes.
- To have a strategic overview of behaviour across the school and support all staff with developing strategies that allow pupils to feel safe and ready to learn.
- To deliver regular whole school CPD to ensure best practice in supporting vulnerable pupils to be 'ready to learn'.
- Be responsible for continuously improving the quality of teaching and learning by working alongside teachers to develop the quality of teaching for SEND pupils.
- Contribute to regular whole school self-evaluation, including termly revision of the School Self-Evaluation Statement (SES); ensuring areas of responsibility have accurate data and evaluative information.
- To review the Local Offer each year and ensure it reflects the current need.
- To evaluate SEND provision, each year and complete an annual report for parents and Trustees.
- To stay updated with statutory guidance and best practice and disseminate within the academy and the wider Trust SEND team
- Liaise closely with all staff in areas of responsibility to ensure continuity and progression across the age and ability range
- To monitor the standards of behaviour and achievement within key stage and across the Academy where appropriate
- Set appropriate expectations for staff and pupils in relation to standards of pupil's achievements and the quality of teaching, establishing, articulating and promoting clear targets for all. Set appropriate expectations for staff and pupils in relation to standards of pupil's achievements and the quality of teaching, establishing clear targets for improving and sustaining pupil's achievement supporting the process of teaching and learning in accordance with agreed policies and guidelines

- Supporting staff to meet personal and professional targets, leading on performance management processes as appropriate
- Ensure staff share the aims of the Partnership in promoting a high quality of learning in the classroom

Recording and Assessment

- Update the Head of Academy, other senior leaders and Trustees on the effectiveness of provision for pupils throughout the Academy including an annual development plan, reviews, evaluations and financial bids and management as appropriate
- Have input into the target setting process for raising achievement for all vulnerable pupils and feedback to the Head of Academy
- To track, monitor and evaluate the progress of each individual SEND and SEND support pupil and ensure appropriate action plans are in place where issues are identified
- Contribute to the Annual Report and Termly reports
- Ensure individual needs are being met through effective teaching and learning

Leadership

- Support the Head of Academy in providing a clear direction for the development of the Academy
- Empower staff through coaching and mentoring to further develop their repertoire of teaching skills in relation to SEND and the promotion of a fully inclusive curriculum
- Contribute to embedding the core values of the leadership team and their practical expression
- Contribute to leadership decisions on all aspects of policy, development and organisation by playing a significant role in the preparation, implementation and monitoring of the academy's development plan
- Develop model lessons, to demonstrate positive teaching strategies and give staff time to reflect on their learning experience.
- Develop strategies to incorporate collaborative planning and share good practice with regard to SEND and inclusion
- To design and deliver SEND clinics to support teachers and staff.
- To support staff in identifying SEND needs, implementing EHCPs and designing ISPS.
- To develop the SEND support staff team to ensure that they have the skills, knowledge and understanding of how to support individual needs.
- Establish a monitoring and review system for classroom observation to include a range of opportunities for teachers to observe and reflect on lessons of others. This should not necessarily be hierarchical in nature, but should be one that offers peer, cross-curricular, mentor and developmental observation in a professional and supportive atmosphere.
- To share best practice, across the Trust, as appropriate and work as part of the Trust SEND Team.
- To carry out staff appraisals and ensure staff are skilled and empowered in their roles to ensure the best possible outcomes for children.
- Support the Head of Academy and staff in the review, implementation, development and monitoring of Trust policies which promote the Academy's values, aims and objectives
- Attend SLT and SET meetings as required, and report back to staff when necessary
- Establish good relationships, encourage good working practices and support and lead teachers
- Plan, organise and chair meetings as appropriate
- Lead, support, motivate and direct support staff working within the Academy
- Direct, manage and liaise with teaching assistants and outside agencies
- Standards and Quality Assurance
- Support the aims and ethos of the Learning Academy Partnership

- Liaise with the Trustees, when appropriate, to facilitate their overview of Academy management
- Attend and participate in open/parent evenings and parent learning
- Actively promote and uphold the Academy's behaviour code and uniform. Participate in staff training
- Participate and lead in Continuing Professional Development with particular reference to Literacy/Assessment and Curriculum Development
- Attend and lead on team and staff meetings
- Develop links with Trustees, and strengthen joint practice working and development across the LAP and neighbouring schools as appropriate

People and Relationships

- Sustain effective, positive relationships with all staff, pupils, parents, multi agencies, directors and the local community
- Support Curriculum Leaders within the context of Academy policies, in relation to working practices and relationships to be fostered with pupils, including those relating to behaviour, discipline and attitude
- Encouraging moral and spiritual growth and civic and social responsibility amongst pupils
- Managing innovation and change
- Working collaboratively
- Manage and develop effective working relationships with CEO and senior managers in the Academy

Human and Material Resources and their Development and Deployment

- Lead the professional development of all staff through example, coaching peer support and target setting
- Contribute to the audit of staffs' development and training needs and the provision of effective INSET
- Ensure support and CPD during the induction of new staff and for trainee teachers
- Support the establishment of priorities for expenditure across the whole Academy
- Maintain effective and efficient management and organisation of the accommodation and resources of the Academy
- Ensure the maintenance of a structured environment for effective teaching and learning, for good behaviour and discipline and for pupils' spiritual, moral, social and cultural development
- Manage the resources for a specific subject area or a whole Academy aspect - take responsibility for the delegated budget and monitor records of the annual expenditure on materials, including PPG

Parents/Community

- Establish effective communications with parents involving their child's education, progress and targets for improvement.
- Provide parents with the statutory information regarding SEND
- Communicate effectively, orally and in writing, with the Head of Academy, CEO and Trustees, regarding the progress and achievements within the relevant initiatives in teaching and learning.
- Inform staff through staff meetings about the developments and ideas related to 'best practice' related to teaching and learning of SEND provisions within the Trust
- Develop a programme of parent learning which empowers parents to support their child's education. .
- To support parent consultations and hold drop ins for parents.

- Ensure staff involve parents in each child's individual learning journey for pupils with SEND or otherwise vulnerable.
- To build relationships with all parents as a visible member of the SLT.

General Responsibilities

- Be aware of and support difference and ensure equal opportunities for all
- Contribute to the overall ethos / work / aims of the Learning Academy Partnership
- Establish constructive relationships and communicate with other professionals
- Attend and participate in relevant meetings at academies and other events as required
- Participate in training and other learning activities and performance development as required
- Recognise own strengths and areas of expertise and use these to advise and support others
- To be responsible for your own continuing self-development

Expectations

1. As appropriate, to the postholder's duties must be carried out in compliance with the following:
 - Trust Policies
 - Financial Regulations
 - Health and Safety at Work Act (1974) (and subsequent Health and Safety legislation)
2. To work flexibly as required
3. To maintain confidentiality of the Trust's affairs
4. To work at all times within Code of Conduct of the Safeguarding Policy
5. Participate, support and comply with Trust arrangements for responding to emergencies and/or business interruptions
6. These duties and responsibilities should be regarded as neither exclusive nor exhaustive as the postholder may be required to undertake other reasonably determined duties and responsibilities, commensurate with the grading of the post, without changing the general character of the post

This job description should be reviewed annually and may be subject to amendment in consultation with the postholder. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the Trust in relation to the postholder's professional responsibilities and duties.

Signed:	Signed:
Chief Executive Officer	Postholder
Date:	Date:

Person Specification – Assistant Head

Attributes	Essential	Desirable
Education & Training	<ul style="list-style-type: none"> ● Qualified teacher status ● Evidence of relevant training English and Maths training in the new curriculum 	<ul style="list-style-type: none"> ● Evidence of creative and innovative teaching ● Evidence of continuous commitment to further professional development
Relevant Experience	<ul style="list-style-type: none"> ● National Award for SEN (NASENCO) ● Experience of working in a SENDCo role ● Teaching experience ● Willingness to work closely with colleagues in preparing for teaching and learning ● Experience of positive behaviour management strategies 	<ul style="list-style-type: none"> ● Ability to offer extra-curricular activities ● Experience of curriculum development, monitoring and assessment
Knowledge & Understanding	<ul style="list-style-type: none"> ● Up to date knowledge and understanding of: <ul style="list-style-type: none"> ○ current educational developments in teaching and learning and accelerated ways of learning ○ Pedagogy which supports personalised learning ○ Providing effectively for the individual needs of all children including those with special educational needs ○ The statutory National Curriculum requirements ○ The statutory requirements of legislation concerning equal opportunities, health & safety, SEN and child protection ○ how, as a member of staff, you will contribute to and be active in seeking links and joint practice development across the academy and the Trust ○ Child Protection / Safeguarding procedures ○ Effective strategies to support Pupil Premium children ○ Teacher responsibilities as set out in the SEND Code of Practice 	<ul style="list-style-type: none"> ● Deep subject knowledge and or specialism in a curriculum area ● Knowledge and experience of specific interventions for vulnerable pupils ● Effective pedagogical knowledge which supports accelerated progress and the highest achievement for the most vulnerable pupils
Skills	<ul style="list-style-type: none"> ● An excellent classroom practitioner with work planned to a high standard and regular assessment and record keeping to promote and support high quality teaching and learning ● Insistence on high standards, high aspirations and 	

	<p>expectations of all children</p> <ul style="list-style-type: none"> ● Ability to create and sustain a highly productive and engaging learning environment where children are independent, resilient learners ● A creative and exciting learning environment where children's work is celebrated and well displayed ● Ability to lead an area of the curriculum demonstrating ability to lead and motivate colleagues and ensure pupil progress ● To apply best practice and policy in the behaviour management of pupils which ensures all children have an environment in which they feel safe and can learn 	
<p>Personal Characteristics</p>	<ul style="list-style-type: none"> ● A highly reflective learner who is able to apply this to the advancement of their professional skills and knowledge ● Embrace feedback and development and be passionate about advancing your own professional practice ● Be a strong advocate, in all that you do, of the Trust as well as your base academy ● Actively pursue opportunities to develop best practice by working with colleagues across the Trust academies ● Ability to work as part of a team beyond your base academy with colleagues, parents and the wider community ● Creative ideas and support for the development of the academy ● Flexible and adaptable with a willingness to take a whole school and Trust perspective, be resilient and cope with change ● Excellent interpersonal and communication skills ● Willingness to be involved in extracurricular activities and events and engage in all aspects of Trust life. ● Willingness to go the extra mile ● To be proud to be a professional and model this at all times 	

