

## **JOB DESCRIPTION**

**Post: Assistant Head Teacher - Inclusion**

**School: Pakefield High School**

**Salary range: 11-15**

**Responsible To: Head of School**

### **Purpose of Job:**

To play a key role under the direction of the Head of School and alongside the rest of the Senior Leadership Team in leading and managing all SEN, attendance and Children in Care activities and initiatives within the School.

### **Introduction:**

The AHT – Inclusion will have a whole school responsibility for all SEN, attendance and Children in Care activities.

### **Line Management:**

The role will line manage Heads of Department, SENDCo and support staff as directed on an annual basis.

## **Key Responsibilities**

### **1. Core Purpose and Accountability**

- a. Work as a member of the Senior Leadership Team and participate in all activities appropriate to that grade.
- b. Under the direction of the Head of School and as a member of SLT, provide professional management and improvement throughout the school.
- c. To contribute to the School Development Plan priorities, under the guidance of the Head of School.
- d. To constantly improve the quality of provision for SEN and CiC students throughout the school.
- e. 1.5 To innovatively provide opportunities and platforms that enable all students to develop and achieve both academically, socially and personally during their time at the school.
- f. 1.6 The role will require providing reports to external audiences, financial audit requirements and statutory returns.

### **2. Generic/Teachers**

- a. You are to carry out the duties of a school teacher as set out in the current Pay and Conditions Document and subject to any amendments due to Government legislation. This includes any duties as may be reasonably directed by SLT and/ or the Head of school and the accountabilities expected of teachers at Pakefield High School. All members of SLT will be expected to carry out reasonable duties as a matter of course outside of normal working hours.
- b. To facilitate and encourage learning which enables students to achieve high standards, to share and support the corporate responsibility for the well-being, education and discipline of all students.
- c. All staff are involved in working together, as part of a team, to develop areas of provision that impact positively on learning and teaching across the school.
- d. All staff are expected to take an active role in the School Self Evaluation process.
- e. All staff are expected to actively undertake professional development through keeping abreast of the latest developments and thinking, coaching and mentoring, self-evaluation and peer review.
- f. To comply with and adhere to deadlines set by internal and external bodies as relevant to the post.
- g. To be fully aware of all, and adhere to, safeguarding procedures within the School.
- h. As a member of SLT you will be expected to contribute to maintaining standards of behaviour and discipline by taking an active role in duties etc.
- i. To uphold collective and cabinet responsibility as a member of the SLT
- j. To uphold the school's principles and policies which underpin good practice and the raising of standards, uphold and promote the school's aims and values and act as a positive advocate for the school at all times.

### **3. Performance Management**

- a. To undertake annual Performance Management of those that report directly to the AHT Inclusion setting and agreeing targets linked to school development plan priorities.

## **4. Key Areas**

### **4.1. Impact on educational progress.**

#### **Strategic direction**

Under the direction of the Head of School

- a. Contribute to communicating and adhering to the vision for the school, so that it is clearly articulated, shared, understood and acted upon effectively by all. Demonstrate the vision and values of the school in everyday work and practice. Motivate and work with others to create a shared culture and positive climate
- b. Develop and implement policies and practices relating to Inclusion as required, which reflect the School's commitment to high standards and are consistent with national and local strategies and policies
- c. Promote high expectations by ensuring the school Inclusion strategy is fit for purpose and provide a platform for all students to progress both academically and socially whilst also developing a culture of aspiration amongst all students.
- d. Establish short, medium and long term plans for the development and resourcing for the specific areas of responsibility
- e. Monitor the progress made in achieving area plans and targets, and evaluate the effect on teaching and learning, attendance and behaviour data.
- f. Work with outside agencies and stakeholders to inform future action
- g. To innovatively ensure parental engagement and provide meaningful information and forums to share information with parents on a regular basis.
- h. To understand best practice in external settings including primary, secondary and further education and develop strategies to include these at Pakefield as appropriate.

#### **4.2. Leading Inclusion initiatives:**

- a. Work under the direction of the Head of school and as a member of SLT to raise the quality of Teaching and Learning and attendance for SEN and CiC students by monitoring all relevant data.
- b. Provide regular feedback for colleagues in a way which recognises good practice and supports their progress against professional and performance management objectives resulting in a tangible impact on student's personal development.
- c. Keep abreast of the latest developments in the area and disseminate effectively to other members of staff
- d. Identify and implement new initiatives from both education and other agencies and business sectors that can enhance the experience for all students whilst at the school.
- e. Plan, delegate and evaluate work carried out by team(s) and individuals
- f. Create, maintain and enhance effective relationships within your teams and across the whole school.
- g. Identify vacancies and assist in the recruitment and selection of staff within the areas of responsibility, and contribute to the wider recruitment process as a member of SLT.

#### **4.3. Securing Accountability**

- a. Under the direction of the Head of School provide relevant data to ensure the school's accountability to a wide range of groups, particularly parents, carers, governors and the DfE.
- b. Develop community relationships to provide greater opportunities for students and the school as a whole.
- c. Contribute, with all members of the Senior Leadership team, to a school ethos which enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes
- d. Under the guidance of the Head of School work with the Governing Body (providing information, objective advice and support) to enable it to meet its responsibilities
- e. Develop and present a coherent, understandable and accurate account of the school's performance in relation to Inclusion to a range of audiences including governors, parents and carers
- f. Reflect on personal contribution to school achievements and take account of feedback from others
- g. Engage all staff in the creation, consistent implementation and improvement in Inclusion strategies which encapsulates key school learning strategies
- h. Develop and implement systems for recording relevant data and information in relation to Inclusion and attendance.

#### **4.4. Resource Management**

- a. Work with the Head of School to provide effective organisation and management of the school Inclusion strategies, and seek ways to improve structures and functions based on rigorous self-evaluation
- b. Work with the Head of school and as a member of the SLT to implement strategies that ensure the school and the people and resources within it are organised and managed to provide an efficient, effective and safe learning environment
- c. Oversee and evaluate the area budget allocation to ensure the budget is spent in line with area priorities and best value principles
- d. Be accountable for the monitoring and control the use of named budgets and resources including those identified for Inclusion and attendance according to the school's agreed financial procedures

#### **4.5. Developing Self and Working with Others**

- a. Work under the guidance of the Head of School and as a member of the SLT to build a professional learning community which enables others to achieve
- b. As a member of SLT, support all staff in achieving high standards through effective continuing professional development
- c. Be committed to your own professional development
- d. Implement successful performance management processes within your area of responsibility
- e. Treat people fairly, equitably and with dignity and respect to create and maintain a positive school culture
- f. Acknowledge the responsibilities and celebrate the achievements of individuals and teams
- g. Develop and maintain a culture of high expectations for self and others in your area of responsibility.
- h. Regularly review own practice, set personal targets and take responsibility for own professional development

#### **4.6. Strengthening Community**

- a. Work with the Head of School and SLT to engage with the internal and external school community to secure equity and entitlement
- b. Work with the Head of School and SLT to collaborate with other schools and organisations in order to share expertise and bring positive benefits to their own and other schools
- c. Work with the Head of School to work collaboratively at operational levels with parents and carers and across multiple agencies for the well-being of all children

#### **5. Specific Duties for the AHT - Inclusion**

- a. To provide professional leadership and management of all Inclusion and attendance strategies and activities.
- b. To have overall accountability for departmental self-evaluation and strategic planning processes for Inclusion.
- c. To lead the school's analysis and action planning, with regard to improving Inclusion strategies.
- d. To take an active role in the Schools Leadership Team, contributing to the development of identified areas leading to high standards of teaching, effective use of resources and improved standards of learning and achievement for all students
- e. To lead the Performance Management process for your direct reports.
- f. To lead a coherent approach to developing the professional practice of individuals and teams
- g. To take, under the direction of and working with, the Head of School the lead for the school's monitoring and evaluation of the quality of Inclusion strategies.
- h. Develop, embed and monitor systems and processes for high levels of attendance and punctuality.
- i. Support and challenge the SENCo as the lead colleagues in ensuring a high quality education for all children with SEND.
- j. Work with external stakeholders to develop an effective admission process and ensure that transition into and out of the academy is effective and high quality.
- k. Lead groups of staff in development activities and evaluate outcomes including attendance monitoring.
- l. Work with colleagues to ensure that resources and staff are deployed appropriately to support data use and the agenda to improve attendance.
- m. Oversee and monitor the attendance and punctuality of all students in the school.
- n. Over-see the CiC provision and evaluate and monitor to ensure that students can achieve the best outcomes possible.

**Not all of the above duties will need to be performed all of the time and will vary according to the needs of the school at different points. The specific focus for the AHT Inclusion work programme will be negotiated and agreed at the beginning of the performance management cycle.**

This job description will be reviewed at regular intervals and is subject to change as the needs of the school evolve. Any changes would be made after full consultation with the staff involved.

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Signed (Postholder)

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Date

Clarion Corvus Trust is committed to safeguarding and promoting the welfare of children and young people across its schools and expects all staff and volunteers to share this commitment. The successful applicant will be required to complete an enhanced DBS, and have checks carried out with previous employers. We are an equal opportunities employer.