

## **Job Description – Assistant Headteacher (Inclusion)**

**Job title:** Assistant Headteacher - Inclusion

### **Main purpose of job:**

Reporting to the Joint Head of Academy, the role will be integral in ensuring that the work of the academy reflects its core aims and objectives and vision, values and ethos.

The role will work with all staff to raise levels of achievement for all students within the inclusion setting as well as to ensure they remain safe and happy whilst in our care.

The role exists to lead our approach to inclusion at Plume Academy, ensuring that all students' needs are met, they have full access to our curriculum, and are able to achieve their full potential. It is a whole-school responsibility, developing the quality of our curriculum and teaching to enable all pupils (including those with additional needs) to make excellent progress.

A large part of the role is leading the SEND Faculty in ensuring an exceptional climate for learning in which staff and vulnerable learners are able to flourish, both academically and in terms of their own personal development. The holder of this role will ensure that the day-to-day running of the SEND Faculty functions efficiently and effectively, and that all relevant policies and procedures are fit for purpose and are applied robustly and fully. The successful candidate will lead on a drive to enhance inclusivity and accessibility for SEND learners within the academy and demonstrate impactful leadership will enable this to take place.

The Assistant Headteacher (AHT) for Inclusion leads and coordinates the development and implementation of whole-academy strategies aimed at improving the educational experience and outcomes for our vulnerable students. This includes students with Special Educational Needs and Disabilities (SEND), Disadvantaged students (in partnership with the Associate Assistant Headteacher), and English as an Additional Language (EAL) students (in collaboration with the EAL Coordinator).

The AHT for Inclusion will provide strategic leadership for our whole-school approach to Inclusion, ensuring that the diverse needs of all students are identified, understood, and met effectively. This role includes line managing The Bridge provision (supporting students experiencing EBSA), delivering targeted support for students with additional needs, and leading the Achievement Pathway at Key Stages 3 and 4 through both line management and strategic oversight. The postholder will work collaboratively across teams to remove barriers to learning, promote equity, and enhance outcomes for all students, particularly those with SEND, disadvantaged backgrounds, or other vulnerabilities.

The postholder will liaise with other members of the Senior Leadership Team (SLT) to effectively support them in guiding and managing the academy's staff to provide a secure, rigorous, and stimulating environment, as well as a sense of teamwork and collaborative respect. In addition, the role will work collaboratively with the Joint Head of Academy in all aspects of the day-to-day management of the academy for students with additional educational needs.

**Faculty:** Inclusion

**Team:** Quality of Education

**Position reports to:** Joint Head of Academy

**Length of contract:** Permanent

**Location:** Plume Academy

**Position is responsible for:** Operational Management of Inclusion including SENCOs, SEND team, EAL, The Bridge and Achievement Pathway.

**Salary:** Leadership Scale Points 16-20

## Key Responsibilities and Accountabilities

### Main Duties:

The major responsibilities will be:

#### 1. Strategic Leadership

- To work closely with the Joint Heads of Academy, Senior Leadership Team and Board of Trustees on the strategic direction, vision and values of inclusive education
- To lead on all SEND and all Inclusion Provision
- To lead the strategic planning, management, and evaluation of curriculum design and the quality of teaching for students with Special Educational Needs and Disabilities (SEND), Disadvantaged (in partnership with the Associate Assistant Headteacher), English as an Additional Language (EAL) students (in collaboration with the EAL Coordinator), and those currently accessing The Bridge and Achievement Pathway.
- To support in the provision, identification of SEND and interventions required for those students that are LAC/PLAC whilst working alongside the Deputy Head and Designated Teacher for our LAC/PLAC students
- To work closely with the DSL / ADSL on a strategic level
- To develop and oversee the implementation of a comprehensive SEND strategy aligned with the academy's vision, values and objectives.
- To liaise with Joint Heads of Academy responsible for curriculum and assessment to ensure an offer that is fit for purpose and meets the needs for all students particularly those with SEND
- To create, implement, monitor and where relevant contribute to the effective delivery of an ambitious and inclusive curriculum for our SEND students (e.g. Achievement Pathway, a Non-EBACC (Support) Curriculum at KS4).
- To explore and budget for alternative curriculum offers where appropriate
- To strategically manage the provision for high-profile SEND students, and support with their consultations and Annual Reviews.
- To collaborate with senior leadership to ensure that inclusion and SEND provision is integrated into the Whole Academy Strategic Priorities (WASP) and academy self-evaluation form (SEF).
- To work closely with the respective campus leads to have a joined-up approach between Attendance, Behaviour and Attitudes and the key groups of students outlined above and monitor the impact of relevant provision and interventions as appropriate
- To have overall responsibility for statutory arrangements and Inclusion policy and practices linked to students with SEND and ensure that staff fully understand and implement the policy consistently
- To lead on application, delivery and monitoring of EHCPs including the effective monitoring and review of the funding allocated by Essex County Council
- To work closely with outside agencies (including our Inclusion Partner and assigned Educational Psychologist) to ensure student well-being and to therefore maximise student progress
- To present regular reports to SLT and the Board of Trustees to demonstrate that inclusion, behaviour and welfare support are impacting on whole academy improvement
- To hold teachers to account for the quality of education for vulnerable student groups
- To collaborate with the CEAIG Lead and HOY to ensure students of vulnerable groups, and their families, at key transition points such as Year 9 options, work experience, Post-16 options and further education are offered bespoke advice and guidance regarding their next steps
- To further drive the development of the academy inclusion strategy and register to ensure vulnerable pupils are closely monitored and receive appropriate and effective support and intervention
- To monitor classes where behaviour is below expected standards and ensure there is an appropriate level of support and challenge for the teacher to remove barriers to learning
- To further develop existing systems for identifying, assessing and reviewing SEND students
- To lead CPD on behaviour and inclusion as appropriate and set challenging targets for raising achievement among students with SEND

- Direct Line management of relevant staff assigned
- To work with the Director of HR to ensure high quality appointments and to fulfil our safer recruitment policy.

## **2. Coordination and Management**

- Strategically oversee the effective transition of SEND students to the academy in all years including the transition to Mill Road (MRC), Fambridge Road (FRC) and Plume College.
- Ensure effective joint practice collaboration between the SEND and pastoral teams to best support SEND students and their families.
- Coordinate with teachers, teaching assistants, and external agencies to support students with SEND.
- Lead in the management and leadership of the SEND team, providing guidance, support, and professional development opportunities.
- To the effectively implement appropriate LA key strategies within the academy, reviewing and updating internal provision, procedures and practices as required (e.g. Ordinarily Available Teaching Framework and Targeted Support, Trauma Perceptive Practice, DA strategies).
- To effectively line manage The Bridge provision, particularly supporting students experiencing Emotional Based School Avoidance (EBSA), ensuring timely, effective interventions that minimise time away from mainstream learning.
- To effectively line manage and contribute strategically to the development and delivery of the Achievement Pathway at KS3 and KS4, including oversight of the AQA Unit Awards, ensuring all students have access to a broad, balanced, and challenging curriculum.
- To strategically lead Inclusion across the academy, encompassing SEND, and Disadvantaged student cohorts, working closely with senior leaders to allocate resources effectively, monitor provision impact, and promote a culture of high expectations and equity.

## **3. Student Progress and Achievement**

- Monitor and evaluate the progress of all vulnerable students, ensuring effective intervention strategies are in place.
- Use data to identify trends, inform practice, and report on the progress of vulnerable students to stakeholders.

## **4. Parental and Community Engagement**

- Foster positive relationships with parents and carers, ensuring they are informed and involved in their child's education.
- Liaise with external agencies and community resources to support vulnerable learners (including SEND students) and their families particularly with respect to high profile students who may require additional support and guidance with alternative provision or curriculum pathways.

## **5. Compliance and Best Practice**

- Ensure compliance with SEND legislation and guidelines, including the SEND Code of Practice.
- Promote best practices in SEND teaching and learning across the academy.

### **General SEND Duties and Responsibilities**

#### **Strategic development of SEN policy and provision**

- Maintain a strategic overview of provision for SEND students across the school, monitoring and reviewing the quality of provision
- Contribute to the academy's self-evaluation (i.e. WASP), particularly with respect to provision for SEND students

- Coordinate with the SENDCo to ensure the SEN policy is put into practice and its objectives are reflected in the Whole Academy Strategies Priorities (WASP)
- To lead on the creation, evaluation and deployment of all policies relating to SEND ensuring that they are compliant with current legislation and guidance.
- Maintain up-to-date knowledge of national and local initiatives that may affect the academy's policy and practice
- Evaluate whether funding, particularly for high-profile SEND students, is being used effectively, and suggest changes to make use of funding more effective.

### **Operation of the SEN policy and co-ordination of provision**

- Coordinate with the SENDCo to maintain an accurate SEND register and provision map
- Provide guidance to colleagues on teaching SEND students (particularly high-profile), and advise on the graduated approach to SEN support
- Advise on the use of the academy's budget and other resources to meet students' needs effectively, including staff deployment
- Be aware of the provision in the local offer
- Work with feeder primary schools, other secondary schools, educational psychologists, health and social care professionals and other external agencies
- Be a key point of contact for external agencies, especially the local authority (LA)
- Analyse assessment data for our SEND students
- Support the implementation of intervention groups for SEND students and evaluate their effectiveness
- Ensure SEND policy and systems are consistently deployed across all areas of the academy through systematic monitoring and evaluation

### **Support for SEND Students at Plume Academy (in collaboration with the SENDCo)**

- Identify a students' SEN
- Co-ordinate provision that meets the student's needs, and monitor its effectiveness
- Secure relevant services for the student
- Ensure records are maintained and kept up to date
- Review the education, health and care plan (EHCP) with parents or carers and the students
- Communicate regularly with parents/carers
- Ensure if a student transfers to another school, all relevant information is conveyed to that school, and support a smooth transition for the student
- Promote the students' inclusion in the school community and access to the curriculum, facilities and extra-curricular activities
- Work with the designated teacher for looked-after children (LAC), where a looked-after pupil has SEN or a disability

### **Leadership and management**

- Work with the Joint Heads of Academy, Board of Trustees, SENDCo and Second in-charge of SEND to ensure the academy meets its responsibilities under the Equality Act 2010 in terms of reasonable adjustments and access arrangements
  - Prepare and review information the Board of Trustees is required to publish
  - Contribute to the WASP, SEF and whole-academy policy

- Identify training needs for staff and how to meet these needs
- Lead relevant INSET for staff
- Share procedural information, such as the academy's SEN policy
- Promote an ethos and culture that supports the academy's SEN policy and promotes good outcomes for our SEND students
- Lead staff appraisals and produce appraisal / performance management reports
- Review staff performance on an ongoing basis

### **Safeguarding**

- Liaise and collaborate with the designated safeguarding lead (DSL) on matters of safeguarding and welfare for SEND students
- Remain alert to the fact that students with SEND may be more vulnerable to safeguarding challenges

### **General Teacher Duties and Responsibilities**

#### **Quality of Learning**

- Ensuring that their lessons are planned in accordance with the schemes of work for each course
- Ensuring that they are aware of the prior learning and special needs of their students
- Ensuring that they set high expectations for the achievement and behaviour of their students
- Ensuring that academy curriculum policies for marking, assessment, setting, target setting, recording and reporting are enacted
- Ensuring that progression and continuity is achieved across the key stage and between the key stages

#### **Ethos and Environment**

- Dealing appropriately in the first instance, with behavioural issues in the classroom, seeking support where necessary in line with the academy's behaviour management policy
- Ensuring a consistent ethos in line with the Plume Academy Code of Practice
- Ensuring that the quality of appearance and order of their teaching area is of a high standard
- Adhering to health and safety procedures

#### **Staff Development**

- Participating in staff development activities
- Taking opportunities to develop their own skills and understanding in relation to their role

#### **Other Activities**

- Promoting the general progress and well-being of individual students and of any class assigned
- Communication and consultation with parents of students in line with academy policy
- Participating in meetings arranged for any of the purposes described above

#### **Whole Academy**

- Contributing to extra-curricular activities
- Participating in whole academy planning and developments through working parties and groups

#### **General**

- to participate in the performance and development review process, taking personal responsibility for identification of learning, development and training opportunities in discussion with line manager
- to comply with individual responsibilities, in accordance with the role, for health and safety in the workplace

- ensure that all duties and services provided are in accordance in the academy's Equal Opportunities Policy

**The Trustees are committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment.**

The AHT [Inclusion] will be required to safeguard and promote the welfare of children and young people and follow academy policies and the staff code of conduct.

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the AHT [Inclusion] will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the Joint Heads of Academy.

**Date of next review:** Annually in line with the Performance Management Review (PMR) process.



| <b>Person Specification - Qualifications and Experience</b>                                                                                                               | <b>Essential</b> | <b>Desirable</b> |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|------------------|
| Has qualified teacher status with a degree qualification and NASENCo Qualification                                                                                        | ✓                |                  |
| Evidence of further professional study                                                                                                                                    |                  | ✓                |
| Outstanding classroom teacher preferable with experience in all key stages                                                                                                | ✓                |                  |
| Evidence to confirm undertaking recent CPD in the area relevant to this post                                                                                              | ✓                |                  |
| Experience of successfully managing whole academy issues and initiatives particularly those relating to SEND.                                                             | ✓                |                  |
| Experience of accurate year/key stage/subject self-evaluation and improvement planning in order to raise standards                                                        | ✓                |                  |
| Experience as a manager of leading, motivating and managing staff effectively to raise standards and evaluate the impact of initiatives(s)                                | ✓                |                  |
| Ability to hold people accountable and manage performance effectively                                                                                                     | ✓                |                  |
| Experience of promoting excellence and challenging poor performance                                                                                                       | ✓                |                  |
| Experience of managing staff and students to resolve conflict                                                                                                             | ✓                |                  |
| Experience of responsibility in a curriculum area and/or SEND.                                                                                                            |                  |                  |
| <b>Knowledge, Skills and Abilities</b>                                                                                                                                    | <b>Essential</b> | <b>Desirable</b> |
| Ability to lead the development of relevant SEND and behaviour strategies within the academy including leading CPD                                                        | ✓                |                  |
| Has the ability and ideas to ensure that Plume Academy continues to build upon its reputation                                                                             | ✓                |                  |
| Demonstrates outstanding leadership traits and is comfortable as a team player                                                                                            | ✓                |                  |
| Knowledge of recent/current educational developments, initiatives and legislations and how they might impact upon the academy                                             | ✓                |                  |
| Ability to utilise data effectively to monitor progress and evaluate performance                                                                                          | ✓                |                  |
| Up to date knowledge of curriculum and assessment developments                                                                                                            | ✓                |                  |
| Has the knowledge, understanding and experience of additional support and outside agencies to assist in meeting students' needs                                           | ✓                |                  |
| Ability to initiate and lead change and maximise human and other resources                                                                                                | ✓                |                  |
| Has good organisation skills, the ability to delegate effectively and make sound judgements when working under pressure                                                   | ✓                |                  |
| Knowledge and understanding of safeguarding issues                                                                                                                        | ✓                |                  |
| Ability to involve parents/carers, trustees, teachers, students, and other stakeholders constructively in planning improvements for the academy                           | ✓                |                  |
| <b>Personal Qualities</b>                                                                                                                                                 | <b>Essential</b> | <b>Desirable</b> |
| Treats people fairly, equitably and with respect to maintaining positive working relationships                                                                            | ✓                |                  |
| A proven record of sustained outstanding classroom practice, demonstrating significant value added to achievement levels                                                  | ✓                |                  |
| Ability to maintain trust and be highly respected by staff                                                                                                                | ✓                |                  |
| Ability to chair meetings effectively and delegate                                                                                                                        | ✓                |                  |
| Has high expectations and shows a passionate commitment to developing the best in young people, with a relentless focus upon ensuring outstanding attainment and outcomes | ✓                |                  |
| A creative and imaginative thinker who has the ability to identify innovative solutions to problems                                                                       | ✓                |                  |
| Has a record of successful working with parents as partners in learning                                                                                                   | ✓                |                  |
| Committed to on-going research into strategies that can be adapted for successful implementation at Plume Academy                                                         | ✓                |                  |
| High level of communication skills both written and verbal and ability to address a range of audiences                                                                    | ✓                |                  |
| Commitment to safe-guarding and promoting the welfare of young people                                                                                                     | ✓                |                  |