

Job Description

Job Title	Associate Assistant Headteacher (Integrated Resource Leader)
Grade/Salary	L2 – L6
Reporting to	Assistant / Deputy Headteacher

Job Purpose

To lead and manage the Integrated Enhanced Mainstream Resource Unit for students with Education, Health and Care Plans, ensuring high-quality, inclusive provision that supports outstanding progress, personal development, and wellbeing. Working under the strategic direction of the school SENDCo and as part of the school leadership team, the Resource Lead will ensure that students within the provision are fully included, supported, and empowered to achieve their full potential in line with the Trust's values and SEND policy.

Key Responsibilities and Accountabilities

Strategic Leadership

- Lead the strategic development of the integrated resource unit in alignment with Carleton High School's and the Trust's inclusive vision and SEND strategy.
- Contribute to whole-school strategic planning for SEND alongside the SENDCo and SLT, ensuring alignment between the resource provision and wider school priorities.
- Maintain a strategic overview of all learners with EHCPs, both within the Unit and across the wider school, supporting a coordinated and inclusive approach.
- Monitor and evaluate the quality and impact of provision, using outcomes to inform improvement planning and self-evaluation.
- Keep up to date with national and local SEND developments and ensure the provision complies with statutory requirements, including the SEND Code of Practice.
- Analyse and report on outcomes for learners with EHCPs, providing insight and strategic recommendations to the SENDCo, SLT, governors, and external agencies.

Operational Leadership and Management

- Lead the daily operations of the resource unit, ensuring a safe, nurturing, aspirational learning environment.
- Manage staffing, resources, timetabling and systems to ensure effective support for students with EHCPs.
- Implement and monitor high-quality Assess–Plan–Do–Review cycles in line with the graduated approach.
- Oversee the development, delivery, and review of personalised learning plans and EHCP targets for each student, involving families and key professionals.
- Coordinate the delivery of teaching and interventions in collaboration with mainstream staff, ensuring curriculum access and inclusion.
- Maintain accurate and compliant records, including the SEND register and provision maps.
- Oversee referrals to external agencies, ensuring timely submission of required documentation.

Teaching and Learning

- Fulfil the responsibilities of a qualified teacher under the Teachers' Standards.
- Model outstanding inclusive practice in planning, delivery, behaviour support, and assessment.
- Support colleagues in adapting teaching strategies to meet the needs of learners with SEND.
- Monitor and evaluate the impact of interventions and adjust provision based on evidence and data.
- Ensure pupils make strong progress from their starting points in academic, social, and emotional development.

Staff Leadership and Development

- Line manage staff within the provision, ensuring clarity of roles and high standards of practice.
- Work with the SENDCo to identify and deliver CPD to raise staff understanding of ASD, SEMH, and other needs relevant to the Unit.
- Promote a team culture of reflective practice, collaboration, and continuous improvement.
- Contribute to whole-school leadership and decision-making, including acting as a member of the safeguarding team as Deputy Designated Safeguarding Lead (DDSL).

Safeguarding and Wellbeing

- Promote a strong culture of safeguarding across the provision, taking prompt and appropriate action on concerns in line with policy.
- Support the development of emotional resilience, independence, and self-advocacy in students.
- Work closely with the pastoral and safeguarding teams to ensure joined-up support for students with complex needs.
- Champion preparation for adulthood, including life skills, transitions, and independence planning.

Monitoring, Evaluation, and Quality Assurance

- Use data, observations, pupil voice, and quality assurance activities to monitor and improve provision effectiveness.
- Provide reports to SLT, governors, and local authority on progress, outcomes, and compliance.
- Contribute to school-wide self-evaluation and development planning, particularly around inclusion and SEND.

Collaboration and Partnership Working

- Build positive relationships with students and their families, acting as a key point of contact for those accessing the provision.
- Liaise effectively with external agencies including EPs, SaLT, OT, health, social care, and the LA SEN team to secure coordinated support.
- Ensure smooth transitions into, within, and beyond the provision, including post-16 pathways

and reintegration into mainstream classes.

- Work with curriculum leaders and teachers to embed inclusive practices across all subject areas.
- Support collaboration and integration between mainstream and resource provision under the SENDCo's direction.

General Responsibilities

- Act as a positive ambassador for Carleton High School at all times, upholding the school's values and professional standards.
- Uphold and actively contribute to the school's ethos of inclusion, high aspiration, and mutual respect.
- Ensure equality, diversity, and respect for individual uniqueness are promoted and embedded in all aspects of the role.
- Attend relevant staff meetings, training sessions, INSET days, and CPD opportunities as directed by the Line Manager.
- Undertake any other reasonable duties commensurate with the role, as may be required by the Senior Leadership Team.

The duties and responsibilities highlighted in this Job Specification are indicative and may vary over time. Post holders are expected to undertake other duties and responsibilities relevant to the nature, level and scope of the post and the grade has been established on this basis.

Person Specification

			Assessed by:	
No.	Categories	Essential or Desirable	App Form	Interview or Task
Qualifications				
1.	Education to degree level or equivalent.	E	✓	
2.	Qualified Teacher Status.	E	✓	
3.	NASENCO or willingness to obtain	E	✓	
Experience				
6.	Experience or knowledge of dealing with children with pupils with SEND.	E	✓	✓
7.	Experience of SEND provision and responsibilities.	E	✓	✓
8.	Responsibility for an area of whole school performance.	E	✓	✓
9.	Experience of effective teaching and performance within a curriculum area.	E	✓	✓
10.	An excellent track record of recent, relevant professional development.	E	✓	✓
Abilities, Skills and Knowledge				
11.	Experience of leading an area of school improvement effectively.	E	✓	✓
12.	Knowledge of a range of communication and teaching methods.	E	✓	✓
13.	Effective use of ICT and other equipment to support practice.	E	✓	✓
14.	Well-developed interpersonal skills to be able to relate appropriately to a wide range of people.	E	✓	✓
15.	Able to work independently and as part of a team.	E	✓	✓
16.	Able to organise time effectively by prioritising planning and organising.	E	✓	✓
17.	Able to work constructively as part of a team, whilst being able to demonstrate initiative.	E	✓	✓
18.	Able to adapt to other duties as required by the Trust.	E	✓	✓
19.	To direct, co-ordinate the work of others.	E	✓	✓
20.	Liaise effectively with other organisations and agencies.	D	✓	✓

			Assessed by:	
No.	Categories	Essential or Desirable	App Form	Interview or Task
Personal Qualities				
19.	Aware of own capabilities and when to request support.	E	✓	✓
20.	Have commitment to own personal and professional development.	E	✓	✓
21.	Commitment to equality and diversity.	E	✓	✓
22.	Empathy with the aims and objectives of the Trust.	E	✓	✓