

Job Description

Job Title	Associate Assistant Headteacher
Grade/Salary	L1 - L5
Reporting to	Headteacher

Job Purpose

The associate assistant Headteacher for inclusion will take a strategic lead on the direction and development of an inclusive culture for all pupils, especially those from a disadvantages background and/or with SEND. As a member of the senior leadership team you should also be prepared to support the school's quality assurance processes, such as curriculum evaluation, the monitoring of standards and teacher effectiveness, tracking and analysis of results/data, behavior management and external relations and community links.

Key Responsibilities and Accountabilities

Key Duties and Responsibilities

- Take a significant lead in monitoring, evaluating and developing the quality of Inclusion and SEND provision across the school and undertake the role of Designated Safeguarding Lead.
- Support leaders and wider staff on all child welfare and child protection issues.
- Play a significant role in contributing to operation and strategic planning, specifically the School Improvement Plan and SEF
- Support the Headteacher in the professional development and line management of staff
- Undertake a range of rigorous quality assurance activities to report on the impact of school improvement strategies and systems and make recommendations for development and target support accordingly.
- Lead on supporting those experiencing difficulties in accessing mainstream learning. Ensure our SEND identification process and subsequent development of relevant paperwork is streamlined and to the highest quality
- Support and develop strong working relationships with parents and those families with vulnerable pupils
- Line manage a team of Learning Support Assistants and other selected teaching staff across the school
- Oversee the development and evaluation of policies and practices across the school including SEND, Safeguarding, Child Protection, Inclusion and attendance
- Establish common standards of practice within inclusion and develop the effectiveness of teaching and learning to support an inclusive whole school ethos.
- Keep up to date with national developments in inclusive practice and methodology pertinent to
- the recently published green and white papers.

Performance Management and Review

- The annual appraisal process will be used to assess performance against agreed objectives and professional development plans in accordance with the Trust Policies and Procedures.

Other Duties and Responsibilities

- Promote high standards of personal professional conduct in accordance with the Trust Employee Code of Conduct;
- Be aware of and comply with policies and procedures relating to child protection, financial regulations, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person;
- Be aware of and support difference and ensure equal opportunities for all;
- Contribute to the overall vision and values of the Trust;
- Appreciate and support the role of other professionals;
- Be prepared to provide additional support to the Central Trust or other schools of the Trust if required;
- Attend and participate in relevant meetings as required;
- Participate in training and other learning activities and performance development as required
- Be proactive in seeking appropriate advice and guidance where required.

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

No.	Categories	Essential or Desirable	Assessed by:	
			App Form	Interview or Task
Qualifications				
1.	Qualified to teach and work in the UK.	E	✓	
2.	Qualified to degree level/PGCE or equivalent qualifications.	E	✓	
3.	Qualified SENDCo/working towards qualification.	D	✓	
Experience				
5.	Experience of prior successful leadership at a middle or senior level.	E	✓	✓
6.	Experience of having worked successfully in at least one school in an urban setting, teaching students from backgrounds of socio-economic disadvantage would be desirable.	D	✓	✓
7.	Experience of having led, or significantly contributed to, the success of a school through its leadership, ethos, teaching and learning results.	E	✓	✓
8.	Experience of having improved and sustained an effective behaviour management policy.	D	✓	✓
9.	Experience of SEN provision and responsibilities.	E	✓	✓
Abilities, Skills and Knowledge				
11.	Effective management style that encourages participation, innovation and confidence.	E	✓	✓
12.	Ability to lead, coach and motivate staff within a performance management framework, including professional development and effective management of underperformance.	E	✓	✓
13.	Ability to develop the leadership skills of others.	E	✓	✓
14.	Strong interpersonal, written and oral communication skills.	E	✓	✓
15.	Takes personal responsibility for their own actions.	E	✓	✓
16.	Resilience and motivation to lead the school through day to day challenges while maintaining a clear strategic vision and direction.	E	✓	✓
17.	Genuine passion and belief in the potential of every student.	E	✓	✓
18.	Commitment to the safeguarding and welfare of all pupils.	E	✓	✓

No.	Categories	Essential or Desirable	Assessed by:	
			App Form	Interview or Task
Vision and Strategy				
15.	Vision aligned with the Trust's high aspirations and high expectations of self and others.	E	✓	✓
16.	Understands how to set high aspirations and effective strategies for the school. Including, delivery and prioritisation of school leadership and management that faces all aspects of the curriculum, teaching and learning, inclusion and communication.	E	✓	✓
17.	Clear understanding of the strategies to establish consistently high standards of behaviour and commitment to relentlessly instilling these strategies.	E	✓	✓
18.	Strong organisational skills and the ability to delegate.	E	✓	✓
19.	Use of data to inform and diagnose weaknesses that need addressing.	E	✓	✓
Leading the Learning				
20.	Understands what outstanding inclusive teaching practice looks like, and how to diagnose and implement effective strategies to raise learning standards.	E	✓	✓
21.	Be able to offer teaching to demonstration level and through other coaching opportunities to be able to improve the teaching of others.	D	✓	✓
22.	Have experience of leading and evaluating INSET which impacts on standards.	D	✓	✓
Leading External Relationships				
23.	Can skilfully manage and maintain effective working relationships with parents and other stakeholders.	E	✓	✓
Other				
24.	Commitment to equality of opportunity and the safeguarding and welfare of all pupils.	E	✓	✓
25.	Desire to become Deputy Headteacher/Headteacher and willingness to be reflective and undertake development opportunities.	D	✓	✓