



South
Grove
Primary
School

Job Description

Assistant Head Teacher: Inclusion and SEND

Job Details

Salary	L4-9 (£59,859 - £61,177)
Contract Type	Full-Time
Reporting To	Head Teacher , Deputy Head Teacher
Responsible For	Special Resourced Provision, Class Teachers, Teaching Assistants

Main Purpose of the Role

- Provide strategic leadership of the school's Inclusion and SEND provision, ensuring high-quality, inclusive education for all children.
- Oversee the development and implementation of inclusive and adaptive practices across the school.
- Support, guide and develop staff to ensure outstanding inclusive teaching and learning
- Ensure compliance with current SEND legislation and statutory guidance.
- Work closely with children, parents, carers, and a range of external agencies to support children with additional needs.
- Be an active member of the Senior Leadership Team, contributing to the overall strategic direction of the school.
- Monitor, evaluate and report on the effectiveness of Inclusion and SEND strategies.

Duties and Responsibilities

Leadership

- Oversee the organisation and management of inclusion and contribute to establishing the core values of the school and their practical expression.
- Lead and manage the SEND Team, including the SRP Teacher, support staff, ensuring clear roles and high expectations.
- Coordinate the identification, assessment, and provision for all children with SEND, G&T, PP and EAL
- Maintain accurate Inclusion and SEND records and oversee the statutory assessment process, including EHCP's.
- Establish positive relationships, encourage good working practices and support leading teachers and support staff.
- Manage and develop staff within the Inclusion Team, delivering effective staff training, supporting professional growth and effective teamwork.
- Lead and manage the KS1 Phase Team.
- Mentor and support staff to meet personal and professional targets, including promoting and modelling best practice, ensuring a positive impact on pupil provision and outcomes.
- Promote equality and diversity, ensuring all pupils have access to a relevant, broad and balanced curriculum.
- Liaise with external agencies, including educational psychologists, therapists, and the local authority, to secure effective provision.

- Champion pupil voice and parental engagement in all aspects of SEND and Inclusion.
- Attend SLT Meetings as required, and contribute to management decisions on all aspects of policy, development and organisation.
- Contribute to whole-school improvement plans and self-evaluation focusing on Inclusion and SEND
- Work alongside the Deputy Head Teacher to monitor attainment and pupil progress data of all pupil groups to ensure that the needs are being met of all children.
- Assume responsibility for the management of the school in the absence of the Head Teacher and the Deputy Head Teacher.
- Monitor pupil progress including academically, self-regulation and wellbeing, using data to identify needs and measure the impact of interventions, intervening and supporting to inform and adapt provision.
- Liaise with the Governors, when appropriate, to facilitate their overview of inclusion across the school, including pupil progress.

Teaching and Learning

- Undertake the teaching of the pupils in line with whole school identified need.
- Lead by example as a teacher and as a manager, achieving high standards of pupil attainment, behaviour and motivation through effective adaptive teaching and modelling.
- 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 SEND achievement, PP and EAL, meeting the progress of teaching and learning in accordance with agreed policies and guidelines.
- Ensuring consistency in high-quality personalised provision for pupils with an EHCP and those with Individual Learning Plans to ensure progress from starting points.
- Monitor the quality of teaching and learning, in line with the school policy. This may include lesson observations, monitoring of short and medium-term planning and scrutiny of pupils' work.
- Review short and long-term planning to ensure coverage, progression and a range of learning experiences for SEND pupils.
- Contribute to continuous school improvement and innovation including strategic plans to support the improvement of inclusive teaching.
- Ensure consistency in high expectations across phase by sharing best practice and impact on areas of development.

Recording and Assessment

- Actively contribute to, and have impact on school self-evaluation and the school improvement plan.
- Monitor and evaluate pupil achievement and attainment, identifying areas for improvement and impacting upon this, with all groups of pupils including SEND, G&T, PP and EAL alongside SLT.
- Liaise closely with all staff to ensure continuity and progression across the age and ability range.
- Be responsible for Annual/Transition Reviews and write, monitor, evaluate and review Individual Learning Plans.

People and Relationships

- Sustain effective, positive and professional relationships with all staff, pupils, parents, governors and the local community.
- Document and record meetings with parents which address both pastoral and academic concerns.
- Take responsibility for the pastoral care of pupils, including involvement in child protection and contact with external agencies when necessary.
- Encouraging moral and spiritual growth and civic and social responsibility amongst pupils.
- Manage and develop effective working relationships with Head Teacher and senior managers in the school.
- Contribute to effective communication across the school community.

Working with children

- Identify children who may be in need of additional support.
- Plan, deliver and monitor interventions for specific children, in mainstream, specific groups and the SRP.
- Create an environment that supports all children with additional needs to reach their full potential
- Track and monitor progress of children in need of additional support e.g with SEND and those on the Gifted and Talented Register, PP and EAL.
- Maintain records for individual children.

- Monitor Data Tracking systems to ensure accuracy with attainment and progress.

Working with parents and external agencies

- Liaise with external support agencies and professionals as directed by the Head Teacher.
- Communicate with parents about specific interventions or support in place for their child.
- Liaise with parents about their child's progress.
- Liaise with the Local Authority SEND and Admissions Team.

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 staff development and training needs and the provision of effective Staff Inset.
- Ensure support and training during the induction of new staff.
- Demonstrate clarity over forthcoming calendar events and plan ahead, taking the needs of the school and staff into consideration and ensuring clear and timely communication.
- Other duties as reasonably requested by the Head Teacher.

Ethics and professional conduct

- Build relationships rooted in mutual respect, and at all times observe proper boundaries appropriate to their professional position.
- Show tolerance of and respect for the rights of tolerance, recognising differences and respecting cultural diversity within contemporary Britain.
- Uphold fundamental British values, including democracy the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.
- Ensure that personal beliefs are not expressed in ways that exploit their position, pupils' vulnerability or might lead pupils to break the law.
- Inclusion Leads are expected to demonstrate consistently high standards of principles and professional conduct. They are expected to meet the teachers' standards and be responsible for providing the conditions in which teachers can fulfil them.

Other areas of responsibility

Safeguarding

- Work in line with statutory safeguarding guidance (e.g. Keeping Children Safe in Education, PREVENT) and our safeguarding and child protection policies.
- Work with the Designated Safeguarding Lead (DSL) to promote the best interests of children, including sharing concerns where necessary.
- Use the online My Concern system diligently to record all concerns.
- Promote the safeguarding of all children in the school.

Person Specification

Criteria	Qualities	Essential	Desirable
Qualifications and Training	• Qualified Teacher Status (QTS)	E	
	• National Award for SEN Coordination	E	
	• Evidence of ongoing professional development relevant to inclusion/SEND	E	
Experience	• Substantial and successful teaching experience in a primary school setting	E	
	• Experience of leading and managing SEND and/or inclusion provision/ Special Resourced Provision	E	
	• Proven track record of working effectively with children with a range of additional needs, including autism	E	
	• Experience planning and delivering targeted interventions to a range of children including EAL, PP and SEND	E	
	• Experience of leading and developing staff	E	
	• Experience of leading a Phase Team	E	
	• Experience of working with parents and external agencies	E	
Skills and Knowledge	• Strong up-to-date knowledge of SEND strategy, legislation, statutory guidance, and best practice in inclusion including school and local offer (Both Nationally and Locally)	E	
	• Understanding of the graduated approach to SEND and inclusion	E	
	• Strong understanding of inclusive classroom strategies and interventions	E	
	• Ability to interpret and analyse data using findings to inform strategic decisions, inform provision and monitor outcomes	E	
	• Excellent communication, interpersonal and organisational skills both written and verbal	E	
	• Effective organisational and time management skills	E	
	• Ability to lead, inspire and coach colleagues, modelling high standards	E	
	• Up-to-date understanding of safeguarding procedures and commitment to promoting pupil welfare	E	
	• Team Teach Training or equivalent		D
Personal Qualities	• High expectations for all pupils and a commitment to inclusive education	E	
	• Strong commitment to upholding the school's ethos and values	E	
	• Ability to work collaboratively as part of a team and to lead by example	E	
	• Resilience, flexibility, and a solution-focused approach	E	
	• Commitment to safeguarding and promoting the welfare of children	E	
	• Ability to work collaboratively as part of a team and to lead by example	E	
	• Professional integrity and confidentiality	E	

Notes:

This job description may be amended at any time in consultation with the postholder.

Last Review Date:	
Next Review Date:	

Head Teacher's Signature	
Date:	

Postholder's Signature	
Date:	