

**Woodhey High School – Job Description**

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| **Post** | **Assistant Headteacher – Inclusion (SEND and Vulnerable Groups)** |
| **Purpose** | *To support the Headteacher in establishing a shared vision for Woodhey, setting targets for continuous improvement. To empower and develop teachers, leaders and other staff and to plan and monitor progress towards these targets. To provide dynamic leadership and effective management of all areas of responsibility at Woodhey, aiming to inspire and to facilitate middle leadership, teaching & learning and pastoral care.* To lead, monitor and develop all aspects of school life relating to SEND, SEMH, CLA, EAL and pupils with Medical issues. There is direct support from a full-time SENCo and Assistant SENCO, and pastoral mentors who specialise in medical and CLA. |
| **Pay Range** | L14 to L18 |
| **Accountable to** | The HeadteacherThe Governing Body |
| **Core Requirements of Post** | *At Woodhey the senior leadership team will demonstrate essential professional characteristics, playing major individual and collective roles in school development and in particular will:** *Act as a teacher, following all aspects of the Job Description of a Subject Teacher*
* *Contribute to the overall leadership, management and promotion of the whole school as directed by the Headteacher.*
* *Contribute to the raising of pupil achievement, improve learning, protect and improve well-being (including safeguarding) and increase opportunities through their own area of responsibility.*
* *Promote the school’s ethos and vision and to act within the school values of integrity, respect, care, pursuit of excellence and collective responsibility;*
* *Demonstrate consistently the positive attitudes, values, conduct and behaviour which are expected within Woodhey community based on mutual respect between pupils and staff.*
* *Establish good working relationships with pupils and staff, inspiring trust, acting as a role model and setting high expectations.*
* *Ensure that professional relationships are positive within the school and provide support, guidance and challenge to staff.*
* *Ensure that all staff work with parents/carers in the best interests of their pupils, including communicating with home in-line with the school’s policy;*
* *Formulate and review the aims and objectives of the school and of areas of responsibility.*
* *Establish, review, maintain, ensure the implementation and adherence to whole-school policies.*
* *Assume the role of ‘link’ person with named faculties to lead, support, monitor, develop and enhance the subject areas.*
* *Monitor, evaluate and be accountable for outcomes under their own areas of responsibility and support the monitoring & evaluation of other areas.*
* *In the event of an emergency/unforeseen problem, all members of the Leadership Team will assume collective responsibility for ‘extra duties’ imposed by the problem/situation.*
* *In the absence of the Headteacher and Deputy Headteacher, the Assistant Headteachers and/or Business Manager will be responsible for managing the school on a rota basis.*
* *Liaise with staff, the local community, parents/carers and external agencies (as required).*
* *Liaise closely with leaders pastoral staff regarding individual pupils.*
* *Any other duties, consistent with the grading of this post, as directed by the Headteacher*
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| **Areas of Responsibility and Key Tasks** |
| **Leadership** | * *Formulate and review the aims and objectives of the school.*
* *Have a clear vision, purpose and high expectations of all areas of responsibility.*
* *Communicate the progress of initiatives to the Governing Body.*
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| **Leadership** | * *Be accountable for outcomes under your areas of responsibility and support the monitoring & evaluation of other areas.*
* *Monitor & evaluate your own areas of responsibility and support the monitoring & evaluation of other areas. Write, review and enforce school policies as nominated by the Headteacher*
* *Lead, support, monitor, develop and enhance the leadership of others in order to ensure high standards in all areas at Woodhey.*
* *Contribute to the School Improvement Plan, its development, review and undertake resultant actions.*
* *Prepare for any Ofsted inspection and implementing the resultant action plan as may be directed by the Governing Body.*
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|  **Management** | * *Every member of the Leadership Group will contribute on a rota basis to;*
	+ *The internal and external supervision of the school corridors and grounds.*
	+ *The supervision of the ‘inclusion’ room.*
	+ *The ‘cover list’ for absent colleagues (in emergencies).*
	+ *Taking assemblies, as appropriate, that promote and share the school’s ethos and values.*
	+ *Whole school functions (where attendance would be deemed appropriate).*
	+ *Emergency situations (with pupils, parents or outside agencies).*

*Some of the above will be on a rota basis but others may be reasonably requested by the Headteacher. Leadership Team members should be available before school, at lunchtime and immediately after school.*  |
|  **Communication** | * *In order to fulfil the above as a member of the Leadership Team there is an expectation to attend, contribute to, report back from and implement, where relevant, agreed areas of strategy or decisions resulting from the following meetings;*
	+ *Senior Leadership Team management meetings.*
	+ *Staff briefing sessions (Mon/Thurs).*
	+ *SLT Briefings (Every morning)*
	+ *Academic Board meetings.*
	+ *Guidance Committee meetings.*
	+ *Governing Body meetings (as required).*
	+ *A range of internal meetings (as required by the post).*
* *At parents’ evenings, be available to speak to parents about wider issues.*
* *Liaise with the local community, parents/carers and external agencies (as required).*
* *Record individual information about any pupils, following personal intervention, using the school’s management information system.*
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| **Teaching & Learning** | The Assistant Headteacher for Inclusion (SEND and Vulnerable groups), will:* Be an exceptional and successful classroom practitioner, modelling high quality teaching & learning through their own practice;
* To promote and develop inclusive teaching and teaching throughout the school to ensure that teaching & learning across the school meets the needs of:
	+ pupils with SEND, including those pupils in the Enhanced Provision for ASC;
	+ pupils with SEMH;
	+ pupils with English as an additional language;
	+ pupils with Medical Conditions;
	+ Pupils who are Looked After (or previously Looked After).
* To monitor and evaluate all aspects of the provision for the five groups above, including analysis of pupil progress data and pastoral data for the relevant groups.
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| **SEND** | * To plan strategically for SEND and inclusion.
* To act as Line Manager for the SENCo and to support the leadership and management of the Curriculum Support Faculty ensuring that the identified learning needs of all students are provided for, are recorded appropriately and are communicated effectively.
* Through discussion and planning with the SENCO, take responsibility for:
	+ Some aspects of management of the Curriculum Support Faculty;
	+ The cycle of support for some individual pupils, usually those with more complex issues.
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| **SEMH and Medical** | * To lead and co-ordinate the school’s SEMH Group.
* To ensure that appropriate support and intervention is provided for pupils with SEMH or Medical Needs, including (where necessary):
	+ Health Care Plans;
	+ Risk Assessments;
	+ Pupil Passports;
	+ Individual Learning Plans;
	+ Internal support from the pastoral system;
	+ External support from other agencies;
	+ A ‘Story so Far’.
* To coordinate services and agencies to provide seamless support for students with SEMH difficulties and Medical Needs.
* To liaise with other schools and colleges to ensure continuity of support and learning when transferring pupils with SEMH or Medical Needs.
* To develop and coordinate targeted programmes of support for students at risk of permanent exclusion.
* To ensure that the school has an effective and comprehensive recording system for pupils with SEMH and Medical needs and that this information is communicated appropriately.
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| **CLA** | * To be the school’s Designated Teacher for looked after and previously looked-after children:
	+ To be the central point of initial contact within the school, including the VSH;
	+ Ensure that there are no unintended barriers to the admission of CLA/previously CLA to the school;
	+ Alert the Headteacher if there are any issues arising as a result of the number of CLA/previously CLA on roll at the school and the number of local authorities which are involved;
	+ Ensure that all statutory responsibilities (including PEPs and annual reviews) are met;
	+ Have lead responsibility for the development and implementation of CLA PEPs within school, supported by others;
	+ To take a leadership role in promoting the educational achievement of every CLA/previously CLA on the school’s roll.
	+ To promote a whole school culture where the personalised learning needs of every CLA/previously CLA matters and their personal, emotional and academic needs are prioritised.
	+ To ensure that school staff understand the things which can affect how every CLA/previously CLA the emotional, psychological and social effects of loss and separation (attachment awareness) and how this might affect the child’s behaviour;
	+ To understand the role of social workers, VSHs and carers, and how the function of the PEP fits into the wider care planning duties of the authority which looks after the child;
	+ For previously looked-after children, understand the importance of involving the child’s parents or guardians in decisions affecting their child’s education, and be a contact for parents or guardians who want advice or have concerns about their child’s progress at school.
	+ Ensure effective induction for CLA/previously CLA starting school, new to the school and new to care;
	+ Ensure there are no barriers to CLA accessing the general activities and experiences the school offers to all its pupils;
	+ Ensure that CLA/previously CLA are appropriately prioritised in school interventions.
	+ Promote good home-school links;
* Contributing to the development and review of whole school policies and procedures to ensure that they do not unintentionally put CLA/previously CLA at a disadvantage;
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| **Disadvantaged** | * To develop a Pupil Premium Strategy for the school.
* Ensure that staff at all levels understand their role in the pupil premium strategy.
* Ensure that actions in the Pupil Premium Strategy are carried out.
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| **EAL** | * To be the school’s lead for pupils with EAL:
	+ To be the central point of initial contact within the school, including CLAS;
	+ Ensure that all statutory responsibilities regarding pupils with EAL are met;
	+ Ensure pupils receive appropriate support to enable them to access the curriculum;
	+ Take a lead role in promoting the educational achievement of pupils with EAL.
	+ Ensure there are no barriers to pupils with EAL accessing the general activities and experiences the school offers to all its pupils;
	+ Develop the school’s strategy for supporting pupils with EAL;
	+ Ensure that school staff understand how to best support pupils with EAL.
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| **Monitoring, Assessment & Recording** | * *Use assessment data to aid improvement at whole school, curriculum team, individual staff and pupil level*
* *Contribute to target setting, monitoring and assessment procedures.*
* *Carry out effective monitoring and evaluation activities within their areas of responsibility, identifying/sharing good practice and identifying areas/strategies for improvement.*
* *Take timetabled SLT tours.*
* *Monitor the learning environment through SLT tours and communication with link departments.*
* *Check written profile reports for quality and content, moderating the monitoring of Heads of Subject and ensuring that the reports:*
	+ *are completed to a high professional standard;*
	+ *are all checked by the subject teacher and sampled by the subject leader;*
	+ *Include strengths, weaknesses and strategies for improvement;*
	+ *are completed by the appropriate deadline date;*
	+ *are consistent with the school’s reporting arrangements;*
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| **Pastoral Care** | * *Contribute to the safeguarding of pupils, protecting and improving well-being*
* *Have basic first aid training to enable you to make an initial assessment before calling for a fully trained first aider.*
* *Ensure disability issues are considered in decision making processes*
* *Tackle, and bring to the Headteachers attention, any discrimination against staff or pupils in terms of age, disability, race, gender, maternity/pregnancy, religion/belief, sexual orientation or marriage/civil partnership.*
* *Aim to remove or minimise disadvantages suffered by, and aim to meet the needs of people due to their protected characteristics.*
* *Ensure fair treatment and access to services and opportunities.*
* *Promote and maintain a smoking-free environment.*
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| **Behaviour** | * *Support the staff in maintaining high standards of behaviour.*
* *On a rota basis, take a role in the internal and external supervision of the school corridors and grounds.*
* *On a rota basis, take a role in the supervision of the ‘inclusion’ room.*
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| **Link Role** | * *The ‘link’ faculties will be agreed within the Leadership Team on an annual basis. The SLT faculty link role will include:*
	+ *Monitoring teaching and learning within the department (including Performance Management).*
	+ *Monitoring the effectiveness of the curriculum offered.*
	+ *Monitoring and evaluating pupil performance within the subjects.*
	+ *Monitoring Schemes of Work.*
	+ *Providing support for development and review, including their own monitoring & evaluation activities.*
	+ *Encouraging curriculum development.*
	+ *Monitoring assessment, recording and reporting within the department.*
	+ *Agreeing the subjects’ annual targets and evaluating exam results.*
	+ *Observing lessons and making judgements.*
	+ *Lead on a cycle of lesson observations.*
	+ *Use of faculty curriculum support.*
	+ *Support link Heads of Faculty and their Subject Leaders in the development of an appropriately broad, balanced, relevant and differentiated curriculum.*
	+ *Monitoring link faculty improvement plans*
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This job description describes in general terms the normal duties which the post-holder will be expected to undertake. However, the duties listed above are in no order of priority and are not exhaustive.Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.This job description may be amended at any time following discussion between the Headteacher and member of staff, to be reviewed annually.

Employees of Woodhey High School have a responsibility for, and must be committed to, safeguarding and promoting the welfare of children and young people and for ensuring that they are protected from harm.