



Job Description

Assistant Headteacher - Inclusion



JOB TITLE: Assistant Headteacher – Inclusion
REPORTS TO: Deputy Headteacher / Headteacher
GRADE / RANGE: Leadership (13-17)

JOB PURPOSE

To support the Headteacher and Senior Leadership Team in the strategic and operational leadership of the school, with a specific responsibility for Inclusion. The Assistant Headteacher will lead and quality assure inclusive provision across the school, ensuring that pupils with SEND, attendance challenges and complex needs are supported effectively to achieve strong outcomes.

The postholder will provide strategic oversight of SEND, Alternative Provision and attendance, line managing the SENCO and SEN team, and working closely with families and external agencies. The role requires strong legal literacy, credibility with professionals and a clear commitment to inclusive comprehensive education.

The Assistant Headteacher shall undertake any professional duties of the Headteacher reasonably delegated to them by the Headteacher.

KEY CORPORATE ACCOUNTABILITIES

- Commitment to the Trust and school's vision and values;
- To maintain awareness of and commitment to the Trust's Equality, Diversity and Inclusion
- Employment Policy in relation to both employment and service delivery and to observe conduct which prevents discrimination taking place;
- To comply with all Trust policies and procedures including the Code of Conduct, Safeguarding Policy and E-Safety Policy;
- Undertake safeguarding training at least annually, with further updates as required; To fully comply with the Health and Safety at Work Act 1974, the Trust's Health and Safety Policy and all locally agreed safe methods of work;
- To work with colleagues to achieve service plan objectives and targets;
- To participate in the Performance Management Procedure and contribute to the identification of team development needs; and
- At the discretion of the Headteacher, such other activities as may from time-to-time be agreed and are consistent with the nature of the job description herein.

PRINCIPAL ACCOUNTABILITIES

Teaching & Learning

- Plan and teach lessons as directed, promoting inclusive classroom practice.
- Champion high-quality provision for pupils with SEND and other vulnerabilities.
- Work with senior leaders to ensure curriculum access, ambition and appropriate pathways for all pupils.
- Strategically lead reintegration of pupils from alternative provision into mainstream learning and a full timetable.

Inclusion, SEND and Alternative Provision

- Provide strategic leadership of inclusion across the school.
- Line manage the SENCO and SEN team, providing challenge, support and quality assurance.
- Maintain an up-to-date and comprehensive understanding of the national SEND landscape, legislation and statutory guidance.
- Quality assure SEND provision, legal paperwork and compliance with statutory duties.
- Hold or be willing to work towards the National Award for SEN Coordination.
- Oversee, advocate for and quality assure all Alternative Provision placements.
- Act as the named contact for Alternative Provision providers, including visits and pupil monitoring.

- Represent the school at local authority, partnership and multi-agency meetings, as appropriate.

Attendance and reintegration

- Lead strategically on attendance across the school.
- Line manage Learning Mentors and staff working with hard-to-reach families.
- Develop and implement strategies to improve attendance and engagement.
- Work closely with families, external agencies and pastoral leaders to support sustained reintegration.

Management of staff and resources

- Line manage the SENCO, SEN team, Learning Mentors and other inclusion-focused staff.
- Line manage the Attendance Team
- Support the professional development of staff in relation to inclusion.
- Contribute to the recruitment, selection and development of teaching and support staff.
- Deploy and monitor resources delegated to SEN, AP and Attendance

Communication and partnership working

- Build trusted relationships with parents, carers and external professionals.
- Represent the school confidently in complex and sensitive meetings.
- Work collaboratively with health, social care and education partners.

Safeguarding

- Fulfil personal responsibilities, and secure compliance by those working in school, for safeguarding as set out in the Children's Act, Keeping Children Safe in Education and other statutory guidance, including:
- Promoting a culture of listening to children and taking account of their wishes and feelings;
- Sharing information appropriately with other professionals;
- Supporting safe recruitment and staff induction;
- Contributing to the management of safeguarding concerns and allegations where appropriate.

Professional development

- Promote participation/lead CPD related to SEND, inclusion, attendance and leadership.
- Participate fully in appraisal and performance review processes.
- Maintain up-to-date knowledge of national and local developments in SEND and inclusion.

General duties and responsibilities

- Continue to meet the Teachers' Standards and the requirements for Qualified Teacher Status.

The duties and responsibilities in this job description are not restrictive, and the post-holder may be required to undertake any other duties that may be required from time-to-time. Any such duties should not, however, substantially change the general character of the post.

This organisation is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

I confirm that I have read and understood, and that I accept, the above job description:

Signature: Date: Name in full:

Person Specification – Assistant Headteacher

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| Qualifications & Experience | <p>Qualified Teacher Status</p> <p>Qualified to at least Degree level</p> <p>Experience of teaching across the secondary age and ability range</p> <p>National Award for SEN Coordination (or willingness to work towards)</p> <p>Substantial experience working with SEND and vulnerable pupils</p> <p>Experience of line managing staff</p> <p>Evidence of recent professional development in SEND, inclusion or attendance</p> <p>NPQSL desirable</p> |
| Communication | <p>Proven ability to communicate clearly and authoritatively with pupils, staff, parents and external partners</p> <p>Confident in chairing and contributing to multi-agency meetings</p> <p>Ability to manage challenging conversations with professionalism and empathy</p> <p>Strong written communication skills, including statutory and legal documentation</p> |
| Working with Children | <p>Demonstrable commitment to inclusion within a comprehensive secondary setting</p> <p>Strong partnership-working skills across education, health and care</p> <p>Credibility with families and external agencies</p> <p>Understanding of trust and local authority structures</p> <p>Emotional resilience when working with challenging behaviour and complex situations</p> <p>A strong moral purpose and belief in high standards for all pupils</p> <p>Proven impact on improving pupil outcomes</p> |
| Working with Others | <p>Ability to work collaboratively with a wide range of professionals and agencies</p> <p>Ability to quality assure provision and evaluate impact</p> <p>Strategic thinking combined with operational rigour</p> <p>Excellent organisation and case management skills</p> |
| Skills, Abilities and Knowledge | <p>Strong knowledge of statutory guidance relating to SEN and AP</p> <p>Ability to analyse data and plan strategically</p> <p>Excellent organisation, prioritisation and decision-making skills</p> <p>Research-informed approach to leadership</p> |
| General | Commitment to equality, diversity and inclusion |

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| | <p>Strong understanding of safeguarding and child protection procedures</p> <p>Willingness to continue professional learning and development</p> |
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