



Brookland Infant and Nursery School  
Assistant Headteacher – L3-L7 Outer London  
Job Description

**Post:**

Assistant Headteacher (with responsibility for Inclusion) - non-class based  
Member of Leadership Team

**Responsible to:**

Headteacher, who will undertake Appraisal Reviews

**Work in partnership with:**

Other members of staff, governors, Barnet LA staff and parents

**Salary Grade:**

L3-L7 Outer London

This job description outlines the specific additional responsibilities related to the role of the Assistant headteacher with responsibility for Inclusion. It may be modified by the Headteacher, with agreement, to reflect or anticipate changes in the job, commensurate with the salary and job title.

The responsibilities outlined in this job description are in addition to the professional duties and responsibilities of a teacher, as defined by the School Teachers' Pay & Conditions Document.

**Core Purpose**

- To be part of the Senior Management Team and positively support the aims and ethos of the school as identified by the Headteacher and Deputy Headteacher.
- To be a designated Child Protection Officer, and have responsibility for the safeguarding of pupils.
- To be the designated teacher for Looked After Children
- To be a Team Leader/Line Manager for Support Staff
- As part of the Leadership Team to develop, implement and review SEN/EAL whole school strategies, policies, ethos and to take an active role in whole school improvement developments in line with School Self Review and Evaluation.
- To lead and inspire colleagues and provide professional management and direction, ensuring high quality teaching and learning, aspirational target setting, effective use of assessment for learning, appropriate use of resources and high achievement for all pupils.
- To monitor and evaluate teaching and learning and progress made in achieving targets of identified pupils with additional needs
- To support assessment for learning and use the information gathered to guide further improvements, in relation to identified pupils
- To lead development of colleagues through example, team working and mutual support and the organisation of high quality professional development.
- To work closely with colleagues to develop, implement and review policies, practices and action plans which reflect the school's commitment to high achievement and improving pupil outcomes

## **Leading SEN Provision and vulnerable groups provision**

- To write the action plan for the School Development Plan in relation to SEN and EAL and to update and review this termly
- Write, review and implement the SEN and Inclusion Policy and the EAL Policy when appropriate.
- To manage the budget for SEN and EAL in accordance with the SDP, identifying resources to meet the needs of pupils with SEN and EAL
- To ensure that the Disability Discrimination Act and Equality Objectives are regularly monitored and reviewed.
- To ensure that the school is complying with the requirements of the SEN Code of Practice.
- To ensure effective systems of communication
- To have an up-to-date knowledge of National and local initiatives which may impact on policy and practice, including the 2015 SEN Code of Practice

## **Leadership**

- To ensure that all members of staff recognise and fulfil their statutory responsibilities to pupils with SEN and EAL ensuring that the school is fully inclusive
- To lead INSET workshops and activities and provide advice and support for other members of staff
- To disseminate good practice in SEN and supporting children with EAL across the school
- To line manage the support staff
- To manage the team of support staff on a day-to-day basis including strategic deployment across the school, and the construction of and monitoring of the timetables of those support staff
- To draw up a provision map termly, in order to meet the identified needs of individual pupils
- To undertake appraisal of support staff
- To develop links with other professionals, agencies, governors and schools
- To support teaching staff to ensure that Quality First Provision meets the range of needs in the class
- To assist in creating and developing an organisation in which all staff recognise that they are accountable for the success of the school
- To provide information for Governors, staff and parents when required
- To keep up to date with National and local developments through attending courses and meetings, including undertaking relevant and up to date training relating to the development of management skills.
- Where appropriate to carry out risk assessments and ensure that the working and learning environment is safe and secure.
- To carry out a cycle of reviews of policy statements and schemes of work, where appropriate
- To regularly audit resources to determine future need; oversee care of resources and equipment; re-order resources as necessary; allocate available resources with the best possible efficiency.
- To manage the budget allocation efficiently and effectively ensuring that the school has best value from that allocation.
- To occasionally cover a class/group in the event where no other cover is available
- To take an active role in the recruitment and selection of support staff

## **Teaching and Learning**

- To assist staff in identifying their own training needs and in selecting relevant courses in order to ensure that the needs of pupils with SEN, EAL and those receiving interventions are met
- To monitor teaching and learning activities to meet the needs of pupils with SEN, EAL and those receiving intervention
- To work closely with the Deputy Headteacher to ensure that the needs of Pupil Premium children are being met
- To support staff in their use of resources to meet children's needs
- To identify and teach study skills that will develop pupils' ability to work independently
- To identify and adopt the most effective teaching approaches for pupils with pupils with SEN, EAL and those receiving intervention and Pupil Premium
- To teach individuals or groups (either in or out of class). The amount of time to be discussed with Headteacher in accordance with needs in the school.
- To cover one afternoon of PPA

## **Recording and Assessment**

- To set targets for raising achievement for Pupils with SEN, EAL, those receiving intervention and other vulnerable pupils
- To set up systems for identifying, assessing and reviewing Pupils with SEN, EAL, those receiving intervention and other vulnerable pupils
- To track progress of pupils with SEN, EAL, those receiving intervention and other vulnerable pupils
- To assess the impact of interventions and coordinate Individual Educational Plans for identified pupils
- To develop understanding of learning needs and the importance of raising achievement among pupils
- To monitor whole school data for all pupils with SEN, EAL, those receiving intervention and other vulnerable pupils, including the data for groups, evaluating the impact of intervention strategies
- To coordinate the identification and assessment of children's SEN, ensuring that they are assessed at the appropriate stages of the Code of Practice and that assessment is recorded on the correct formats
- To maintain the school's list of children with SEN and EAL and overseeing the records of all pupils with SEN, EAL and other vulnerable pupils.
- To liaise with the Deputy Head regarding special arrangements needing to be made for identified children with regard to assessments
- To work alongside class teachers, timetable, oversee and monitor the quality of IEPs and other support plans, maintaining detailed records and distributing all paperwork in a timely manner
- To attend consultation evenings and keep parents and carers informed about their child's progress
- To prepare, collate and write reports for particular high needs children who might require additional support
- To prepare and coordinate all paperwork for submission of EHCP requests
- To collect and interpret specialist assessment data and use this to inform practice
- To update the Headteacher and Governing Body on the effectiveness of provision for pupils with SEN, EAL and other vulnerable pupils
- To ensure that the information for SEN on the school website is up to date

## **Liaison**

- To formally meet with Headteacher and Deputy Head half termly to update them about issues related to pupils with SEN, EAL those receiving intervention and other vulnerable pupils
- To attend relevant courses and meetings and disseminate information gained in relation to pupils with SEN, EAL and inclusion.
- To hold and organise SEN Planning Meetings with the Headteacher and Educational Psychologist to discuss SEN children
- To liaise with Brookland Junior School with regard to pupils with SEN, EAL, those receiving intervention and other vulnerable pupils
- To liaise with and support parents of pupils with SEN, those receiving intervention and other vulnerable pupils, including organising/attending review meetings and case conferences.
- To organise referrals and liaise with outside agencies in relation to children with SEN and safeguarding
- To organise IEP meetings with staff and parents and annual reviews for pupils with EHCPs
- To provide advice and support to parents about their child's progress and assist in the provision of information to parents about the curriculum and other school issues
- To facilitate good transitions for identified pupils, including those joining Brookland Infant and Nursery School and those leaving to join other schools
- To assist in the development of home/school links
- To develop and maintain good relations and links with the governing body, parents, LA and neighbouring schools and the community

**A person appointed to a Assistant headteacher position, in addition to carrying out their professional duties outlined above, shall have the following responsibilities, under the overall direction of the Head Teacher:**

- In the absence of the Headteacher, Deputy Headteacher, take such responsibility to ensure that the school operates both effectively and safely
- Ensure school team members are carrying out their roles and responsibilities in relation to all school policies
- To deal, in the first instance, with behavioural issues reported by school team members
- Be aware and supportive of the pastoral needs of the staff – both teaching and non teaching
- To support school team members at all times
- To keep the Headteacher informed about all issues which arise
- To carry out such other duties at the request of the Headteacher, as may be required, commensurate with the scope and grade of the post.