

Devon County Council

Job Title	Assistant Head (Inclusion)
Location	Learn to Live Federation
Reporting to	Executive Head Teacher
Effective date of JD	1 September 2021
Salary range	L8 – L12

Job Purpose including main duties and responsibilities:

- Support the leadership and management to enable the School to give every pupil high quality education and which promotes the highest possible standards of achievement
- Make a positive contribution to the Federation Leadership Team
- Contribute to the long-term success of the School
- Lead and coordinate inclusion practice across all School and College sites, ensuring consistency in policies, systems and interventions.
- Build strong and trusting relationships with families, fostering two-way communication and co-production in their child's learning
- Be designated Child in Care lead

Key Accountabilities (all in conjunction with the Executive Headteacher and Heads of School / College):

- 1. Creating the Future of the School**
 - a. Working under the direction of the Executive Headteacher and Heads of School and College to ensure the long-term success of the school
 - b. Contribute to, and communicate, the Federation's shared vision which expresses core values and purpose
 - c. Implement and evaluate the Federation's Inclusion Strategy in line with statutory requirements, safeguarding responsibilities and the Ofsted framework.
 - d. Implement the vision through agreed objectives and operational plans
 - e. Motivate others to create a shared learning culture and positive climate
 - f. Be involved in key strategic Federation development including policies and procedures
 - g. Demonstrate the vision of the Federation in everyday working practice
- 2. Strengthening Community**
 - a. Oversee 'Team around the Family' meetings
 - b. Quality assure inclusive practice across the Federation, supporting leaders and staff to secure positive outcomes for all learners.
 - c. Monitor and analyse behaviour, attendance and inclusion data, identifying trends and implementing improvement strategies.
 - d. Oversee behaviour support and targeted interventions for pupils at risk of disengagement, suspension or exclusion.
 - e. Lead the schools attendance strategy, addressing persistent absence through targeted support and multi-agency working.

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- f. Work collaboratively with families, staff and external agencies to remove barriers to learning and improve outcomes.
- g. Coordinate early intervention and reintegration programmes to improve engagement, attendance and participation.
- h. Promote positive strategies for challenging discrimination and prejudice
- i. Support the Heads of School and College in promoting a range of community-based learning experiences
- j. Collaborate with a range of stakeholders and other agencies to ensure pupil and community needs are met

3. **Leading Teaching and Learning in the School to:**

- a. Support creative, responsive and effective approaches to learning and teaching
- b. In conjunction with the Head of School / College, uphold high expectations for the whole school community in line with the FDIP
- c. Safeguard children and keep them safe from harm and work to secure improvements in their welfare. The Assistant Head will be a Deputy DSL for the sites
- d. Support Senior Leadership Team to tackle under-performance at all levels
- e. Ensure effective provision and support for vulnerable learners, including pupils with SEND, Children in Care, disadvantaged pupils.
- f. Oversee provision mapping and evaluate the impact of interventions to ensure resources are used effectively.
- g. Support inclusive curriculum practice through adaptive teaching and high expectations for all learners.
- h. Work alongside Heads of School, College leaders, DSLs, pastoral teams and class teams to identify and address barriers to achievement and participation.
- i. In conjunction with the Senior Leadership Team support and develop Teachers, key stage leads, subject leads and CDMT team
- j. Alongside Deputy Heads support the development of middle leaders
- k. Be an outstanding role model and act as leading classroom practitioner, inspiring and motivating other staff
- l. Affective use of assessment tools to monitor evidence of learning alongside middle leaders

4. **Working under the Direction of the Executive Headteacher and Head of School / College to Develop Self and Others:**

- a. In response to the needs of the federation and under the direction of Senior Leadership Team develop and deliver staff training, professional development and performance review
- b. Promote and maintain a culture of high expectations for self and others
- c. Lead professional development in inclusion, behaviour, attendance and adaptive practice.
- d. Promote a culture of belonging, equity and high expectations across the Federation.
- e. Evaluate and report on the impact of inclusion and attendance initiatives to the Executive Headteacher, Senior Leadership Team and Governors.
- f. Contribute to self-evaluation, external reviews and Ofsted inspections, evidencing the Federation's commitment
- g. Regularly review own practice, set personal targets and take responsibility for own development
- h. Be mindful of the well-being of other leaders, teachers and staff and their emotional health and work life balance
- i. Manage workload and retain a reasonable work-life balance

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- j. Demonstrate a culture and ethos of challenge and support where all students can achieve success and become engaged in their own learning
 - k. Treat people fairly, equitably and with dignity and respect to create and maintain a positive culture
 - l. Support the Senior Leadership Team in developing and maintaining high morale and confidence in all staff and set an example of high professional standards and leadership
5. **Managing the Organisation**
- a. Support with the interviewing process, as required, in liaison with HR Manager
 - b. In liaison with Communication Manager, communicate relevant information to all staff in a timely and organized manner
6. **Securing Accountability**
- a. Contribute to, and articulate, a Federation ethos which enables everyone to work collaboratively
 - b. Working collaboratively with the Senior Leadership Team to ensure every individual child and young person has access to high quality teaching and learning
 - c. Attend SLT, and Governor meetings as required, to provide information and advice regarding specific areas of responsibilities
 - d. At times will be required to cover Teacher absence in class

Person specification:

Attribute	Essential	Desirable	Method of Assessment
Leadership	● Middle Leadership and management skills ● Ability to contribute to and maintain a clear vision for the Federation Ability to review, monitor and evaluate progress and results		
Knowledge and Experience	● EHCP ● Preparing for Adulthood ● Safeguarding and Child Protection ● Personalised learning ● Ofsted standards	● Evidence of successfully leading and sustaining educational initiatives	

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	• Current statutory curriculum requirements • Understand what makes an ambitious and sustainable learning community i.e. ambitious and smart target setting • Models of behaviour and attendance management		
Practical Skills	• Ability to motivate staff and students • Ability to manage change and work under pressure of changing circumstances • Ability to delegate • Solution focused • Problem solving • Positive challenge • Outstanding classroom practitioner		
Communication	• Ways to build, communicate and implement a shared vision • Excellent communicator		
Personal Qualities	▪ Self-awareness ○ Emotional self-awareness ○ Accurate self-assessment ○ Self-confidence ▪ Self-management ○ Emotional self-control ○ Transparency ○ Adaptability ○ Initiative ○ Optimism ○ Resilience ▪ Social awareness ○ Empathy ○ Organisational awareness ▪ Relationship management ○ Developing others ○ Influence	▪ Relationship management ○ Inspirational leadership ○ Change catalyst ○ Conflict management - Mentoring and coaching	

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	○ Team work and collaboration ▪ Approachable ▪ Confident and competent ▪ Motivator ▪ Personal commitment to quality and excellence ▪ Able to work effectively and cooperatively between schools and with all stakeholders ▪ Able to negotiate effectively to further the School's objectives ▪ Committed to equal opportunities.	▪ Innovator	
Strategic Thinking		● Strategic planning processes ● Leading change, creativity and innovation ● School's self evaluation process ● Strategies for raising achievement and achieving excellence ● Strategies to promote individual, team and organisational development ● Strategies which encourage parents and carers to support their children's learning	
Technology / IT Skills	● New technologies, their use and impact ● Competence in using a variety of databases and IT		
Education and Training	● Qualified to degree level ● Qualified Teacher Status ● Evidence of CPD		
Equal Opportunities	● Committed to equal opportunities.	● Legal issues relating to managing a school, including equal opportunities, race	

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		relations, disability, human rights and employment legislation	
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Signatures:

Job Description agreed by:

Job Holder (if in place):_____ **Date:**_____

Chair of Governors:_____ **Date:**_____