



St. Joseph's Catholic Primary School
George Row, Bermondsey, London SE16 4UP

Mission Statement

At St. Joseph's School, we aim to grow and learn together within a loving and caring environment which reflects the Gospel values. We encourage all our children to reach their full potential in all aspects of their education.

Assistant Headteacher with Responsibility for SEND & Inclusion– Job Description

Leadership Scale: L4-L8 (Inner London)

Responsible to: The Headteacher & Deputy Headteacher

1. Introduction

- 1.1 This appointment is with the Multi Academy Trust under the terms of the Catholic Education Service contract signed with the governors as employers. The CEO and Governors will appoint a person who can support the Catholic ethos of the school community.
- 1.2 The appointment is subject to the current conditions of service for assistant headteachers contained in the School Teachers' Pay and Conditions Document and other current education and employment legislation.
- 1.3 This job description may be amended at any time, following consultation between the headteacher and the assistant headteacher and will be reviewed annually.

2. Core Purpose of the Assistant Headteacher

- 2.1 To set the context, the core purpose of the assistant headteacher is to provide professional leadership and management for a school. This will support the achievement of high standards in all areas of the school's work. The assistant Headteacher will support the Headteacher to establish high quality education by effectively managing teaching and learning and using personalised learning to realise the potential of all pupils. The assistant headteacher must support a culture that promotes excellence, equality and high expectations of all pupils.
- 2.2 The core purpose of the assistant headteacher is to support the headteacher in ensuring that:
 - the school provides high quality teaching and learning that leads to successful outcomes for pupils in terms of spiritual and moral growth, academic achievement, attitudes to learning, behaviour and personal development;
 - the school will promote and safeguard the welfare of all children, enabling every child, whatever their background or their circumstances, to have the support they need to: be healthy; stay safe; enjoy and achieve; make a positive contribution; achieve economic well-being; recognise their own dignity and the dignity of others as children of God;

- all statutory requirements are met and the work of the school is effectively monitored, evaluated and reviewed.

General Duties and Responsibilities

To carry out the duties of the assistant headteacher as set out in the current School Teachers' Pay and Conditions Document.

Key Areas of Responsibility

1. Leadership

- 1.1 The 'preferred future', expressed in the strategic vision and development of a Catholic school, stems from the educational mission of the Church, which is reflected in the school's mission statement and school improvement plan.

Actions

The assistant headteacher supports the headteacher in:

- Ensuring the vision for the school is clearly articulated, shared, understood and acted upon effectively by all.
 - The vision must reflect the school's Catholic character, in accordance with the provisions of the Diocesan Trust Deed, based on what it means to be fully human as revealed in the person, life and teachings of Jesus Christ.
 - Working within the school community to achieved agreed objectives and which will promote and sustain school improvement.
- Demonstrating the vision and values in everyday work and practice. Motivating and working with others to create a shared culture and positive climate.
 - Supporting a distinctively Catholic ethos that is inclusive and applies Catholic values, attitudes and practices in all aspects of school life, and that life is lived explicitly and consciously in the presence of God
- Ensuring creativity, innovation and the use of appropriate new technologies to achieve excellence.
- Ensuring that the strategic planning takes account of the diversity, values and experience of the school and community at large.

2. Leadership and Management of SEND & Inclusion

2.1 To lead, manage, develop and maintain high quality SEND provision which enables quality teaching, excellent learning outcomes and success for all pupils, to model effective teaching, to coach and train colleagues and to teach across the school. To keep all aspects of paperwork including records and policies, up-to-date and actioned, as appropriate.

- Strategic Direction and development of SEND & Inclusion provision in the school
- Contribute to a positive ethos in which all pupils have access to a broad, balanced and relevant curriculum.
- Support all staff in understanding the needs of SEND pupils.

- Devise and promote plans to ensure the needs of pupils with SEND are met and that they are reflected in the school improvement plan.
- Regularly monitor progress against targets for pupils with SEND from teachers' plans, evaluate the effectiveness of teaching and learning by work analysis and use these analyses to guide future improvements.
- Analyse and interpret relevant school, local and national information relating to pupils with SEND and advise the head teacher on the level of resources required to maximise achievement.
- Liaise with staff, parents, external agencies and other schools to co-ordinate their contribution, provide maximum support and ensure continuity of educational provision for pupils with SEND.
- Develop partnerships with parents to ensure that their views are considered and acted upon appropriately.
- Ensure that pupils with SEND are enabled to share their views and that these are acted upon appropriately.

2.2 Teaching and learning – to:

- Support the identification of, and disseminate the most effective teaching approaches for pupils with SEND.
- Collect and interpret specialist assessment data on SEND to inform practice.
- Work with pupils, class teacher and key stage managers to ensure realistic and challenging expectations of pupils with SEND.
- Monitor the use of resources, teaching activities and target setting and develop and maintain a recording system for progress of pupils with SEND.

2.3 Leading and Managing Staff – to:

- Achieve constructive working relationships and establish opportunities for the SENDCO, support assistants and other teachers to review the needs, progress and targets of pupils with SEND.
- Provide regular information to SLT, CEO and governors on the effectiveness of SEND provision and outcomes.
- Advise and contribute to all aspects of SEND training to ensure the professional development of staff.

2.4 Parents, the community and extended schools –to-

- Play a full part in the life of the school community.
- Work with parents and families who have a child with SEND offering support and guidance.
- Encourage parents to participate in the life of the school in a variety of ways

2.5 Managing own performance and development

- Demonstrate resilience and resourcefulness.
- Take responsibility for own professional development.
- Think creatively and imaginatively to anticipate and solve problems and identify opportunities.

2.6 Use of Resources –to-

- Identify appropriate resources to promote and support the achievements of SEND children and ensure they are used efficiently, effectively and safely.
- Oversee and monitor appropriate budget allocations in liaison with the Headteacher and School Business Manager

2.7 Additional responsibilities and general requirements – to:

- Undertake any professional duties commensurate with the grade of the post, reasonably delegated to him/her by the Headteacher
- Show commitment to the school, its inclusive ethos and equal opportunities for all in the school community, opposing strongly any form of discrimination
- Participate in the school's appraisal and professional development scheme, ensuring that objectives are set and met within the agreed time-scale.
- Attend and participate in relevant training sharing the knowledge and ideas gained with colleagues

3. Leading Learning and Teaching

3.1 In a Catholic school the search for excellence is expressed in learning and teaching, which responds to the needs and aspirations of its pupils and acknowledges their individual worth as children of God.

Actions

The assistant headteacher supports the headteacher in:

- Ensuring a consistent and continuous school-wide focus on pupils' achievement, using data and benchmarks to monitor progress in every child's learning.
- Ensuring that learning is at the centre of strategic planning and resource management.
 - Securing high quality religious education for all pupils in accordance with the doctrines and teachings of the Catholic Church.
 - Ensuring high quality Personal, Social and Health Education and Citizenship in accordance with the teachings and doctrines of the Catholic Church.
 - Ensuring quality provision for pupils' spiritual, moral, social and cultural education in line with the distinctive Catholic nature, purposes and aims of the school.
- Establishing creative, responsive and effective approaches to learning and teaching.
 - Maintaining an effective partnership with parents to support and improve pupils' achievement and furthering the distinctive Catholic nature, purposes and aims of the school.
 - Ensuring a culture and ethos of challenge and support where all pupils can achieve success and become engaged in their own learning.
 - Demonstrating and articulating high expectations and setting stretching targets for the whole school community.
 - Implementing strategies that secure high standards of behaviour and attendance.
 - Determining, organising and implementing a diverse, flexible curriculum and implementing an effective assessment framework.
 - Taking a strategic role in the development of new and emerging technologies to enhance and extend the learning experience of pupils.

- Monitoring, evaluating and reviewing classroom practice and promoting improvement strategies.
- Challenging underperformance at all levels and ensuring effective corrective action and follow-up.

4. Developing Self and Working with Others

4.1 The role of assistant headteacher is to support the development of staff throughout the school and to work effectively with others

Action

The assistant headteacher supports the headteacher in:

- Treating people fairly, equitably and with dignity and respect to create and maintain a positive school culture consistent with the Catholic ethos of the school and its mission.
- Building a collaborative learning culture within the school and actively engaging with other schools to build effective learning communities.
- Developing and maintaining effective strategies and procedures for staff induction, professional development and performance review.
- Ensuring effective planning, allocation, support and evaluation of work undertaken by teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities.
- Acknowledging the responsibilities and celebrating the achievements of individuals and teams.
- Developing and maintaining a culture of high expectations for self and for others and taking appropriate action when performance is unsatisfactory.
- Regularly reviewing own practice, setting personal targets and taking responsibility for own personal development.
- Managing own workload and that of others to allow an appropriate work/life balance.

5. Managing the Organisation

5.1 The assistant headteacher helps provide effective organisation and management of the school and seeks ways of improving organisational structures and functions based on rigorous self evaluation. The assistant headteacher also helps deploy people and resources efficiently and effectively to secure the school's aims and mission through meeting specific objectives in line with the school's strategic plan and financial objectives.

Actions

The assistant headteacher supports the headteacher in:

- Upholding management systems, structures and processes to work effectively in line with legal requirements.
- Managing the school's resources effectively and efficiently to achieve the school's educational goals and priorities.

- Recruiting, retaining and deploying staff appropriately and managing their workload to achieve the vision and goals of the school, implementing successful performance management processes with all staff.
- Managing and organising the school environment efficiently and effectively to ensure that it meets the needs of the curriculum and health and safety regulations.
- Ensuring that the range, quality and use of all available resources is monitored, evaluated and reviewed to improve the quality of education for all pupils
- Using and integrating a range of technologies effectively and efficiently to manage the school.

6. Strengthening Community

6.1 In a Catholic school there is a special relationship with the parish and the church, as well as the local community with its distinctive social context.

Actions

The assistant headteacher supports the headteacher in:

- Creating and promoting positive strategies for challenging racial and other prejudice and dealing with racial harassment.
- Ensuring learning experiences for pupils are linked into and integrated with the wider community and promoting commitment to serving the common good and communion with the wider-world.
- Ensuring a range of community-based learning experiences.
- Collaborating with other agencies in providing for the academic, religious, spiritual, moral, social, emotional and cultural well-being of pupils and their families.
- Creating and maintaining an effective partnership with parents and carers, as the prime educators, to support and improve pupils' growth
- Seeking opportunities to invite parents and carers, the parish, community figures, businesses or other organisations into the school to enhance and enrich the school
- Contributing to the development of the education system by, for example, sharing effective practice, working in partnership with other schools and promoting innovative initiatives.
- Co-operating and working with relevant agencies to protect children.

7. Safeguarding Children & Safer Recruitment

7.1 This school is committed to safeguarding and promoting the welfare of children and young people as required under the Education Act 2002 and expects all staff and volunteers to share this commitment.

Actions

The assistant headteacher should support the headteacher in ensuring that:

- The policies and procedures adopted by the Trust and the governing body are fully implemented and followed by all staff.

- Sufficient resources and time are allocated to enable the designated person and other staff to discharge their responsibilities, including taking part in strategy discussions and other inter-agency meetings, and contributing in the assessment of children.
- All staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed disclosure policy.