



Four Lanes Community Junior School

Assistant Headteacher / Inclusion Manager

At Four Lanes Community Junior School, we ‘**inspire and achieve together**’. Every member of the school community is highly motivated and inspired to achieve their very best so that children achieve their full potential both academically and personally. We ensure that children are given the skills and knowledge they need in order to be successful at secondary school and beyond.

Values:



Aims:

We will...

- Ensure that everyone is **respectful** and tolerant. We treat everybody as equals and help children foster a sense of right and wrong, make positive choices and consider the effect of their actions on others.
- Support and challenge children to take **responsibility** for their learning and conduct through developing a moral and ethical code in order to take their place as caring members of the community and the wider world.
- Develop children’s **resilience**, so they can overcome adversities, manage their worries and build their confidence to tackle unfamiliar situations;
- Encourage children to **aspire** to do their very best academically, socially and emotionally. We will provide opportunities for children to develop their skills and talents through all aspects of school life;
- Foster an environment where **creativity** and individuality are highly valued. We will build their confidence to take risks and explore alternative possibilities.



Four Lanes Community Junior School

Assistant Headteacher (Inclusion Manager)

Closing date: Tuesday 7th February at 17:00
Interview date: Thursday 9th February
Job start date: Monday 17th April, 2023
Contract hours: Permanent
Salary type: Leadership (L 1-5)
Hours of work: Full time

Job/Person summary

We are seeking to appoint an enthusiastic, organised and inspirational Assistant Headteacher / Inclusion Manager to join our school. Key roles are: SENCo, Pupil Premium, EAL, Designated Teacher for LAC and Deputy DSL.

If you are:

- Forward thinking, with a proven track-record of impacting positive change;
- Are highly motivated and able to contribute as part of a team;
- Have high personal standards and set high expectations;

Then we can offer you:

- A friendly, professional and supportive team;
- A happy, inclusive and well-resourced learning environment;
- Opportunity to grow as a professional.

Application Procedure:

Please complete the Hampshire teaching application form and email to Tracy Neilson to be received by 17:00 on Tuesday 7th February. This is available on the Hampshire Teaching Vacancies website.

Job description and person specification attached.

Interviews to take place Thursday 9th February.

Assistant Headteacher / Inclusion Manager

Person Specification

	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> • Qualified Teacher Status. • Commitment and aspiration to further professional development. • SENCo qualification. • Designated safeguarding lead training completed and current. 	<ul style="list-style-type: none"> • SENCo qualification started.
Experience	<ul style="list-style-type: none"> • At least 6 years' experience of teaching across the Primary range. • Working in partnership with parents. • Successful management of other staff. • Working in partnership with external agencies. • Experience of being SENCo for 2 years. • Writing successful EHCP applications. • Leading annual reviews of EHCPs. • Proven contribution to the school improvement process. 	<ul style="list-style-type: none"> • Awareness of role of governing board and experience of working alongside governors for monitoring. • Experience of working in KS2.
Knowledge and understanding	<ul style="list-style-type: none"> • Positive impact of planned actions. • Knowledge of adapting teaching and learning styles to meet needs of vulnerable groups of children. • Familiarity with writing, delivering, monitoring and evaluating effective Individual Learning Plans and Individual Behaviour Support Plans. • Monitoring, evaluating and reviewing impact of interventions on pupils' progress and attainment. • Good understanding of children's stages of development across Key Stage Two. • Knowing the statutory National Curriculum and Early Years Foundation Stage requirements. • Knowing the statutory requirements of legislation concerning Equal Opportunities, Health & Safety, SEN and Child Protection. • Proven positive links with stakeholders. • Use of data to inform priorities for pupil progress. 	<ul style="list-style-type: none"> • The links between schools especially links that support transition between key stages. • Understanding of other forms of assessment that can be used to track progress.

<p style="text-align: center;">Skills and Qualities</p>	<ul style="list-style-type: none"> • Ability to work professionally and effectively as a member of a school Leadership Team. • See change and challenge as positive aspects of school life. • Develop good practice and relationships within a team. • Experience of using lesson observations and/or coaching to improve another teacher's and/or LSA's practice. • Think both creatively and critically. • Think reflectively to identify own strategies and areas for development. • Proven record of supporting parents and the wider community. • Prepared to ask for advice and support where necessary. • Ability to manage own workload effectively and respond swiftly to tight deadlines. • Willingness to share expertise, skills and knowledge and ability to encourage others to follow suit. • A commitment to keep up to date with educational initiatives and the skills to translate these into practice. • Ability to address problems in a firm but tactful way. • Willingness and ability to take responsibility and act on own initiative. 	<ul style="list-style-type: none"> • An outstanding primary classroom practitioner. • Experience of carrying out performance management. • Experience in a leadership role.
<p style="text-align: center;">Personal Characteristics</p>	 <p>The word cloud contains the following terms: Focused, Analytical, Organised, Enthusiastic, Reflective, Resilient, Patient, Innovative, Committed, Respectful, Approachable, and Ambitious. The words are arranged in various orientations and sizes, with 'Focused' and 'Analytical' at the top, 'Resilient' and 'Patient' on the left, 'Innovative' and 'Committed' in the center, and 'Respectful', 'Approachable', and 'Ambitious' on the right.</p>	

Assistant Headteacher / Inclusion Manager - Job Description

Title and grade of post Assistant Head Teacher

Leadership Spine (L1 – L5)

Purpose of the job

- To work with the Headteacher and Deputy Headteacher in the leadership of the school.
- To provide leadership and professional expertise so that, in partnership with the Senior Leadership Team, the school may be led and managed effectively and efficiently in the best interests of the children.
- To support the Headteacher and Deputy Headteacher in ensuring inclusive practice across the school.
- To promote high outcomes for all children (with specific focus on SEND, Pupil Premium, EAL and LAC children).
- To deputise as designated safeguarding lead (DSL).
- To carry out such other associated duties as are reasonably assigned by the Headteacher.

Employment duties

This job description is to be performed in accordance with the provisions of the School Teachers' Pay and Conditions Document and within the range of duties set out in that document so far as relevant to the post holder's title and salary grade. The post is otherwise subject to the Conditions of Service for School Teachers in England and Wales and to locally agreed conditions of employment to the extent that they are incorporated in the post holder's individual contract of employment. Copies of the relevant documents are available for inspection at the school.

Relationships

- The post holder is accountable to the Headteacher.
- The Assistant Headteacher / Inclusion Manager will work in liaison, contact and co-operation with other members of staff, members of LA support and advisory services and organisations and networks relevant to the teacher's specialism or subject and parents, governors and the local community.
- Strategic direction and development of provision for all children.
- The post holder will be responsible for the supervision of the work of teachers, classroom assistants, students and other support staff relevant to their responsibilities.

Leadership responsibilities and key tasks

The Assistant Headteacher / Inclusion Manager shall play a major role under the overall direction of the Headteacher in:

- a) Take a role in school improvement activities by demonstrating analytical thinking and contributing to the identification of areas for improvement within the school as a result of evaluating impact of prior actions;
- b) Establishing policies and procedures in relation to SEND, Pupil Premium, EAL and LAC / PLAC children;
- c) Managing staff and resources;
- d) Communicating effectively with professional integrity within and beyond the school.

Specific areas of responsibility:

- To assist the Headteacher and Deputy Headteacher in the leadership, management and strategic development of the school;
- To work with the Headteacher and Senior Leadership Team to raise standards of teaching and learning and attainment for pupils across the school;
- To monitor the quality of teaching and learning across the school;
- To support and uphold the school's policies on behaviour, discipline and bullying;
- To lead and contribute to staff development activities;
- To act as performance management team leader to designated members of the staff team;
- To encourage parents to play an active role in school life;
- To help develop links with the local community;

Teaching responsibilities and key tasks

All teachers are required to meet the Teacher's Standards as part of their role.

Specific responsibilities and key tasks attaching to the post of class teacher are as follows:

- To maintain good order, discipline and respect for others among pupils; to promote understanding of the school's rules and values; and to develop relationships with and between pupils conducive to learning;
- To safeguard health and safety in line with the school Health and Safety Policy;
- To ensure that safeguarding policies and procedures are always complied with;
- To advise and contribute to the development of teaching materials/resources within the School as appropriate;
- To build and maintain co-operative relationships with parents, and to communicate with them on pupils' learning and progress, drawing attention to special skills and talents as well as to problems or difficulties;
- To take part in whole-school reviews of policy and aims, and in the revision formulation of guidelines;
- To provide or contribute to oral and written assessments and reports relating to the development and learning of individual pupils and groups of pupils;
- To keep up-to-date with current educational thinking and practice, both by personal study and by attendance at courses, workshops and meetings;
- To take part in the corporate life of the school by contributing to meetings, discussions and management systems necessary to co-ordinate the work of the school as a whole;
- To help ensure that subject-matter and learning resources reflect school policies on teaching, learning, assessment, equalities legislation, health and safety and safeguarding and include the school values / learning attributes.
- To promote high quality teaching and learning across the school, monitoring standards and providing support to colleagues.
- To assist the Headteacher in the preparation of reports relating to the teaching of and standards in the subject as requested by the DFE, LA or the Governing Board.

Deputy Designated Safeguarding Lead (Deputy DSL)

At Four Lanes, the role of Deputy Designated Safeguarding Lead (Deputy DSL) is held by a team of staff, who deputise for the DSL (Headteacher) specifically regarding responsibility for safeguarding and child protection in school.

Manage referrals

The deputy designated safeguarding lead is expected to:

- refer cases of suspected abuse to the local authority children's social care as required
- support staff who make referrals to local authority children's social care

- refer cases to the Channel programme where there is a radicalisation concern as required
- support staff who make referrals to the Channel programme
- refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required
- refer cases where a crime may have been committed to the Police as required.

Work with others

The deputy designated safeguarding lead is expected to:

- liaise with the Headteacher to inform him or her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations
- as required, liaise with the “case manager” (as per Part four) and the designated officer(s) at the local authority for child protection concerns (all cases which concern a staff member)
- liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies. Act as a source of support, advice and expertise for staff

Training

The deputy designated safeguarding lead should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years.

The deputy designated safeguarding lead should undertake Prevent awareness training.

In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, but at least annually, to allow them to understand and keep up with any developments relevant to their role so they

- understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so
- ensure each member of staff has access to and understands the school’s child protection policy and procedures, especially new and part time staff
- are alert to the specific needs of children in need, those with special educational needs and young carers
- are able to keep detailed, accurate, secure written records of concerns and referrals
- understand and support the school with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation
- obtain access to resources and attend any relevant or refresher training courses
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them

Raise Awareness

The deputy designated safeguarding lead should

- ensure the school’s child protection policies are known, understood and used appropriately by staff.
- link with Hampshire Safeguarding Children Partnership (HSCP) to make sure staff are aware of training opportunities and the latest local policies on safeguarding.