

## JOB DESCRIPTION

Post Title	Assistant Headteacher - Inclusion/Personal Development
Salary Scale / Grade	L9-L13
Reporting to	Headteacher

### Job Purpose

To provide strategic leadership of inclusion across the school, ensuring that every pupil — including those with SEND, disadvantaged backgrounds, or additional needs — is supported to achieve their full potential academically, socially, and emotionally. The postholder will champion equity and access, working with staff, students, families, and external partners to remove barriers to learning and foster a culture of high expectations for all.

As a member of the Senior Leadership Team, the Assistant Headteacher will also contribute to whole-school improvement, modelling professional excellence, and supporting colleagues through coaching, training, and collaboration. In addition, the role requires a commitment to their own ongoing professional and personal development, ensuring that leadership practice remains reflective, current, and impactful.

### Aspects specific to this Assistant Headteacher role:

#### Strategic Leadership

- Lead on the school's vision and strategy for inclusion, ensuring equity and access for all pupils.
- Champion the needs of students with SEND, disadvantaged pupils, EAL learners, and other vulnerable groups.
- Develop and implement the school's Inclusion Policy in line with statutory guidance (e.g. Equality Act 2010, SEND Code of Practice).
- Analyse school data to identify gaps in attainment and progress, and design strategies to close them.

#### SEND & Additional Needs

- Line-manage the SENDCo and inclusion team, ensuring high-quality provision for pupils with special educational needs.
- Ensure effective identification, assessment, and monitoring of pupils with additional needs.
- Liaise with external agencies, parents, and carers to secure appropriate support and interventions.

#### Teaching, Learning & Curriculum

- Ensure teaching staff adapt and differentiate effectively to meet the needs of all learners.
- Promote high-quality classroom practice through CPD, coaching, and modelling inclusive strategies.
- Oversee interventions to support literacy, numeracy, and social/emotional development.
- Monitor curriculum accessibility and ensure representation and diversity across subjects.

#### Safeguarding, Behaviour & Wellbeing

- Work closely with the Designated Safeguarding Lead (DSL) to support pupils at risk.
- Contribute to the school's behaviour policy and ensure consistent, restorative, and inclusive practice.
- Support attendance and punctuality strategies, especially for vulnerable pupils.

### **Staff Development & Training**

- Lead whole-staff training on inclusion, equality, and diversity.
- Develop staff awareness of unconscious bias, anti-racism, and inclusive pedagogy.
- Provide coaching and mentoring for teachers and support staff to improve inclusive practice.

### **Personal Development**

- Deliver a programme of wider opportunities which is expertly designed and balanced and well suited to the school's context and pupils' needs, ambitions and aspirations.
- Track access to make sure that these opportunities are enriching, accessible and targeted.
- Ensure that students participate enthusiastically in a wide range of artistic, musical, sporting and cultural activities.
- Promote the school's offer locally and nationally.
- Ensure that disadvantaged pupils and those with SEND benefit fully.
- Lead on making sure that Careers provision is of high quality, structured and sequenced effectively and fully integrated into the curriculum; as well as tailored to the needs, ambitions and aspirations of individuals.
- Lead on the quality of the curriculum for PSHE/SRE and quality assurance.
- Lead on the tutor programme, including assemblies, and ensure they make a strong contribution to personal development.
- Create student leadership and student voice opportunities (including school council) ensuring that the voice of students is heard by multiple stakeholders and they are able to influence effectively.

### **Key tasks and responsibilities:**

#### **Leadership**

Under the direction of the Headteacher and Deputy Headteacher:

- Support the day-to-day management of the school.
- Communicate the school's vision compellingly.
- Lead by example, focusing on providing excellent education for all pupils.
- Lead on particular school strategies and policy areas.
- Build positive relationships with members of the schools' community.
- Keep up to date with developments in education.
- Seek training and continuing professional development to meet own needs.

#### **Managing staff**

Under the direction of the Headteacher and Deputy Headteacher:

- Assist with the selection and recruitment of new teaching staff.
- Performance manage posts relevant to this role; including carrying out appraisals, providing professional development opportunities, and holding staff to account to their performance.
- Create an ethos within which their direct reports are motivated and supported to develop their skills and knowledge.

- Commit to their own professional development, proactively identifying development opportunities.

### **Modelling best practice for teachers**

- Demonstrate excellent performance against parts one and two of the teacher's standards: teaching and personal and professional conduct.
- Implement strategies and initiatives to share best practice with others in the school, developing confidence and skills in others.

### **Systems and processes**

Under the direction of the Headteacher and Deputy Headteacher:

- Ensure that the school's systems, organisation and processes are well considered, efficient and fit for purpose.
- Manage all budgets delegated by the Headteacher in accordance with the Trust's Financial regulations. To ensure the effective security and protection of all resources including the maintenance of Inventories where required.
- Provide a safe, calm and well-ordered environment for all pupils and staff, focussed on safeguarding pupils and developing exemplary behaviour.
- Implement systems for managing the performance of all staff, addressing any underperformance, supporting staff to improve and valuing excellent practice
- Work with the Governing Board as appropriate.
- Support strategic, curriculum-led financial planning to ensure effective use of budgets and resources
- Support distribution for leadership throughout the school.

### **Other responsibilities:**

- Please also refer to the responsibilities of all classroom teachers.
- The Assistant Headteacher will be required to safeguard and promote the welfare of children and young people, and follow school policies and the staff code of conduct.
- Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the Assistant Headteacher will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the Executive Headteacher.

### **Review:**

This job description is subject to annual review and / or change at other times in response to identified needs. It is expected that the post holder will undertake additional duties, as required, and in agreement with their line manager, to operate in a flexible environment.

## **PERSON SPECIFICATION**

	Essential	Desirable	How Tested A – Application I – Interview T - Test
<b>QUALIFICATIONS AND TRAINING</b>			
Honours degree or some higher study / qualification		✓	A
Qualified Teacher Status	✓		A
Recent, relevant professional development	✓		A, I
<b>EXPERIENCE</b>			
Experience of leadership that has improved attendance/behaviour		✓	A, I
Experience of successful secondary teaching or teaching practises	✓		A, I
Experience of successful teaching across the ability range	✓		A
Experience of effectively teaching students' progress	✓		A, I
<b>KNOWLEDGE AND UNDERSTANDING</b>			
Understanding of statutory duties for attendance and behaviour	✓		A, I
Detailed working knowledge of National Curriculum changes to attainment levels and grades		✓	A
Subject knowledge commensurate with that required for the effective delivery of exam board specifications		✓	A
Flexible attitude to learning with a variety of teaching styles	✓		A
Use of ICT to meet the needs of students to improve their outcomes and raise standards	✓		I
Ability to generate new ideas about the delivery and students' engagement and enjoyment of the subject	✓		A, I
Use of data to inform decision-making	✓		I
<b>SKILLS AND ABILITIES</b>			
Good interpersonal, verbal and written communication skills with adults and children alike in a variety of settings	✓		A, I
Good level of competence in ICT (Including Google docs)	✓		A, I
Ability to work flexibly and under own initiative to achieve objectives	✓		I
Ability to prioritise, coordinate and organise work under pressure	✓		I
Ability to work on own initiative and self-manage	✓		A, I
Ability to translate theory into classroom practice	✓		A, I
Highly effective practitioner	✓		A, I
Ability to identify personal training needs	✓		A, I
Ability to make positive relationships with disaffected learners	✓		A, I
Ability to understand and deal with issues affecting students with challenging behaviours	✓		A, I
Ability to use Arbor	✓		A
<b>PERSONAL QUALITIES AND ATTITUDES</b>			
Ability to maintain high quality professional relationships with all	✓		I
Ability to be discreet and professional at all times, ensuring confidentiality is upheld	✓		I
Calm, approachable, resolution-focussed disposition.	✓		I
Conscientious and positive disposition	✓		I

Willingness to participate in further training and developmental opportunities to further knowledge	✓		I
Commitment to young people and ensuring the school facilitates the highest possible outcomes	✓		I
Enthusiasm and strong motivation	✓		I
Commitment to equal opportunities and inclusion	✓		I