

## Job description: Associate Deputy Head: Inclusion

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| <b>PURPOSE:</b>          | To play a major role under the auspices of the Governing Body and under overall direction of the Headteacher in the strategic leadership and management of inclusion and provision for students with special educational needs, both in the main school and in the Pears Special Resource Provision. |
| <b>RESPONSIBLE TO:</b>   | The Headteacher  |
| <b>DISCLOSURE LEVEL:</b> | Enhanced   |
| <b>SALARY</b>            | L18-22   |
| <b>WORKING TIME:</b>     | The time required to carry out the job description.  |

### MAIN DUTIES (in addition to those of a teacher)

- Formulating the aims and objectives of the school
- Establishing the policies through which they shall be achieved
- Managing staff and resources to those ends
- Defining and following a clear strategic direction for inclusion at JCoSS, including both the PSRP and the main school
- Championing and promoting progress for all students with additional needs and leading and managing their inclusion at JCoSS
- Liaising with the Operational Director of the PSRP and the Director of Learning Support to ensure that statutory procedures are followed, up-to-date records are maintained, and resources effectively deployed
- Leading and managing the planning, review, self-evaluation and budgeting processes within this area
- Playing a full part in the life of the school community, supporting its mission and ethos and modelling it to staff and students
- Supporting and promoting the inclusive pluralist Jewish ethos of the school
- Having an active role as a member of the JCoSS Senior Leadership Team, in maintaining high standards of student achievement and behaviour throughout the school, and supporting the school self-evaluation and development planning process

### Specific Duties

#### 1. Strategic Planning

- Exercise line management responsibility for designated staff, including their appraisal, and overall responsibility for the work of the PSRP and Learning Support faculty
- Develop the vision and strategic direction of the PSRP and Learning Support Department
- Assist in whole school development planning and the completion of the school SEF and SIP
- Develop, monitor and review the School's policy and provision for Inclusion

- Lead the implementation of the admissions process for students with EHC Plans, in order to ensure compliance with the Code of Practice and suitability of placements
- Prepare and review the Area Improvement Plans for the Learning Support Department and the PSRP in line with school procedures.
- Establish common standards of practice across the school and develop the effectiveness of inclusion
- Work with the Director of Learning Support and PSRP Operational Director to develop and implement an improvement plan that is informed by regular, robust, collaborative self-evaluation, and is underpinned by sound financial planning and the identification of clear priorities and challenging targets

## **2. Management of Resources**

- Take the lead in identifying staffing needs in the PSRP and in Learning Support
- Have oversight of staff recruitment in the PSRP and in Learning Support, as delegated by the Headteacher
- Have oversight of budgets in PSRP and Learning Support, and the effective management of resources.

## **3. Teaching and Learning**

- Ensure the PSRP and Learning Support Department fully support and promote students' learning and academic achievement
- Work with the PSRP Operational Director to determine and organise an appropriate curriculum for the PSRP, in collaboration with the main school, to help progression, continuity and access to a broad, balanced and inclusive educational experience for PSRP students
- Have oversight of the interventions required by students with additional needs alongside the main school curriculum
- Ensure that the Student Support Register is kept up to date and fit for purpose
- Ensure that appropriate progress, attainment, behaviour and attendance data is gathered and analysed for students and groups of students with identified needs, and that outcomes inform the planning of interventions

## **4. Personal Development, Behaviour and Welfare**

- Oversee and promote the inclusion of all JCoSS students, including those with EHCPs
- Support the PSRP Operational Director in supporting the inclusion of PSRP students in the mainstream, to share best practice and ensure best use of resources
- Act as one of the school's Designated Senior Persons for Safeguarding

## **5. Communication and Representation**

- Attend meetings of the Governing Body and its committees as required
- Take the lead in communications with local authorities in relation to placement or provision issues for JCoSS students
- Ensuring that appropriate dialogue is maintained with parents of current and incoming SEND students to build a constructive partnership
- Ensure that liaison takes place as necessary with external support services and agencies, so that that SEND students and their families are supported as necessary
- Work collaboratively and effectively with external services and to form links with similar settings, whether in Barnet or beyond, in order to learn and share examples of good practice

#### Other Specific Duties:

- To teach an appropriate timetable, by negotiation
- To continue personal professional development
- To engage actively in the appraisal process
- To undertake any other duty as directed by the Headteacher.

Whilst every effort has been made to explain the main duties and responsibilities for the post, each individual task undertaken may not be identified, especially in the context of a new and growing school which requires flexibility in all of its employees.

This job description is current at the date shown but, in consultation with the postholder, may be changed by the Headteacher to reflect or anticipate changes in the job commensurate with the grade and job title.

As with all roles at JCoSS, it is essential that school protocols are followed to protect data subject's personal information.

JCoSS is committed to safeguarding and promoting the welfare of children and young people and expects all its staff and volunteers to share this commitment. All post holders are subject to a satisfactory enhanced Disclosure & Barring check.

## Person Specification: Associate Deputy Head: Inclusion

### A. Qualifications and Experience

- Qualified Teacher Status
- detailed knowledge of current best practice in curriculum development and inclusive approaches for students with the full range of special educational needs and disabilities
- evidence of appropriate in-service training
- post-qualification additional training or equivalent in special education or management (desirable)

### B. Knowledge, Understanding, Skills and Abilities

- knowledge of the Equality Act 2010 and its impact on the learning environment
- working knowledge of relevant law concerning SEND, including the DfE SEND Code of Practice 2015
- familiarity with Guidance Regarding 'ordinarily available provision' as outlined in the [London Borough of Barnet's Local Offer](#)
- a sound understanding of Quality First Teaching, the obstacles students may face to learning, best practice in teaching and learning and how to achieve high standards of inclusion
- ability to demonstrate a commitment to safeguarding, pastoral care and the promotion of high standards of positive behaviour
- high levels of communication skills both oral, written and in ICT
- experience of mentoring, supervising and supporting teams of staff and supporting their development and training
- ability to prioritise, evaluate and manage financial and human resources; experience of budget management and setting (desirable)
- ability to forge strong working relationships with a variety of stakeholders, e.g. Local Authorities, parents and other professional agencies, and to work with multi-professional teams

### C. Leadership/Personal Qualities

- a confident leader with the ability to deliver clear messages, even with unwelcome content
- an effective, flexible and enthusiastic leader, always prepared to put students' needs first
- interest in young people as individuals and in how they learn
- a vision for continuous school improvement and development
- commitment to the School's unique Jewish ethos and to inclusive, all-ability schooling
- understanding of the skills needed to lead in a climate of constant change
- confident in sensitively but assertively addressing under-performance
- a team player respected by others
- ability to listen and effectively communicate with a variety of audiences
- ability to act quickly and sensitively under pressure, to keep calm in difficult situations, deal with stress and absorb pressure
- diplomacy, openness and positivity, accepting of feedback and always willing to learn
- excellent interpersonal skills, a sense of humour and a willingness to make him/herself approachable to all members of the school and the wider community; a 'can do' positive approach
- commitment to development of own professional skills
- commitment to the principles and practice of equal opportunities