

ASSISTANT HEADTEACHER – INCLUSION & CULTURE

The Macclesfield Academy, Park Lane, Macclesfield

Leadership Scale

L10 – L14

Job Description & Person Specification

Job Description

Reporting to

Deputy Headteacher

Purpose of the role

The Assistant Headteacher for inclusion and culture, under the direction of the Deputy Headteacher, will be responsible for:

1. The provision, implementation and evaluation of the school's strategic plan for Inclusion.
2. The Inclusion provision across the school including Resource Provision and SEND.
3. The Leadership and management of SEND Leaders.
4. The internal organisation, management and control of the school.
5. Relevant components of the School Improvement Plan, School Self Evaluation Reports & Improvement Plans.
6. Provide strategic leadership and quality assurance of the Inclusion Hub, ensuring that pastoral, SEND, attendance, behaviour and intervention functions operate as a coherent whole-school inclusion system and that provision demonstrably improves outcomes for vulnerable pupils.
7. Lead the quality assurance of inclusive classroom practice across the Academy, using lesson visits, work scrutiny, student voice and other agreed evidence to evaluate the implementation and impact of adaptive teaching, particularly for pupils with SEND and other identified vulnerable groups.

Main responsibilities

Strategic & Operational

1. Oversight and responsibility for progress of SEND students.
2. Developing the effectiveness of whole school SEND teaching strategies working with leaders to implement a coherent CPD programme.
3. To plan for a programme of inclusion interventions in liaison with the DHT—Inclusion and Culture
4. To evaluate and formulate, supported by the DHT – Inclusion and Culture the ongoing strategic development of inclusion interventions to ensure all key cohorts, especially vulnerable groups achieve in line with National or better.
5. Provide strategic oversight of inclusive transition into and through the Academy, ensuring that pupils with SEND and identified vulnerabilities are known early and that appropriate support, information and reasonable adjustments are in place at key transition points.
6. Maintain a clear, evidence-informed strategic overview of inclusion, ensuring leaders can demonstrate the quality, consistency and impact of provision for pupils with SEND and other vulnerable groups to SLT, governors, trustees and external review.

Leadership & Management

1. To develop leadership across the Inclusion Team; driving standards in attendance, behaviour and attitudes.
2. Take accountability for school-wide responsibilities and effective appraisal of your team's performance.
3. To produce reports for the Headteacher, Governors, Ofsted and Trustees as appropriate.

Personal Development and culture

1. Contribute to the whole school self-evaluation process and report to the Headteacher and SLT on inclusion and culture across the school.
2. To produce evaluative reports for the Deputy Headteacher, Headteacher, Governors, Ofsted and Trustees as required.
3. Analyse and interpret relevant national local and school data to ensure that student attendance, engagement and progress are in line with National or better– with a particular focus on vulnerable students disadvantaged and students with additional needs.

Other

1. Putting children and young people at the centre of everything the Foundation does, and to ensure their safety and welfare of children and young people across the Foundation.
2. To identify and implement opportunities for the Foundation to operate in a more effective and efficient manner for the benefit of stakeholders.
3. To continue to build upon the positive reputation of the Sir John Brunner Foundation and its rich history to ensure its long-term success and sustainability, liaising with external stakeholders at national, regional and local levels.
4. Build effective relationships with other MATs to facilitate the sharing of expertise and best practice and working closely with those schools wishing to join The Sir John Brunner Foundation.
5. Adhere to the Foundation's policies on code of conduct, Safeguarding, H&S and Data Privacy.
6. Any other duties not specified, but are commensurate with the skills and knowledge of the post holder.

Person Specification

	Desirable	Essential
Qualification		
Honours degree		✓
Qualified Teacher Status		✓
SEND Leadership Qualification	✓	
Experience		
Successful middle leadership and management experience with proven impact in a school as a middle leader		✓
Experience of managing subject/inclusion teams and support staff		✓
Involvement in accurate and effective school self-evaluation and development planning		✓
Demonstrable experience of successful line management and staff development through deep understanding of quality assurance.		✓
Has the ability to hold others to account and provide timely interventions to secure student outcomes		✓
Understands change management and has experience of successfully leading change		✓
Knowledge & Skills		
Excellent knowledge of improvement planning within area of leadership		✓
Excellent knowledge of effective adaptive teaching and learning, informed by evidence		✓

Confident understanding of effective assessment		✓
Data analysis skills, and the ability to use data to set targets and identify weaknesses and effectively monitor student attendance, engagement and progress		✓
Ability to communicate a vision and inspire others		✓
Understanding of current and future educational issues		✓
Ability to build effective working relationships		✓
Attributes		
Ability to relate to and promote the ethos of the school.		✓
Commitment to regular and on-going professional development and training to establish outstanding classroom practice.		✓
Excellent punctuality and attendance.		✓
Resilient, motivated and committed to achieving excellence and meet deadlines.		✓
Commitment to raising of standards and achievement.		✓
Genuine passion and belief in the potential of every student.		✓
Ability to be able to work effectively as a tutor and to support whole-school initiatives and developments.		✓
Insistent and persistent		✓