



# Latymer All Saints CE Primary School

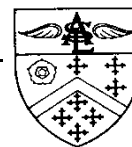
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Headteacher: Katy Brennan



## Latymer All Saints Church of England Primary School

### Job Description Assistant Headteacher for SENDCo and Inclusion L7 to L12 (Outer London Allowance)

The appointment is subject to the current conditions of employment contained in the School Teachers' Pay and Conditions Document and the required standards for Qualified Teacher Status and other current legislation. This job description may be amended at any time following discussion between the Headteacher and member of staff, and will be reviewed annually. This job description sets out the duties to be undertaken and performed by the post holder in the role of Assistant Headteacher. The duties set out below are in addition to any class teaching requirement. The current School Teachers' Pay and Conditions document describes the duties, which are required to be undertaken by teachers in the course of their employment. It is the contractual duty of the post holder to ensure that his/her professional duties are discharged effectively. This role is currently non-class based but carries group/intervention teaching responsibilities.

#### The Assistant Headteacher for Inclusion is expected to support the leadership of the school in:

- Realising the vision, values and aims of the school through robust school self-evaluation, clear school improvement planning and strong professional practice;
- Establishing the policies through which they should be applied;
- Managing staff and resources to that end;
- Monitoring progress towards their achievement;
- Implementing child protection policy and procedures and ensuring all children are safeguarded.
- To champion **Pupil Premium Children** and ensure a wide range of opportunities are provided;
- To lead on **Equality and Equity** and associated policies;
- To lead on **Educational Health Care Plans** for children with a range of additional needs and ensure that all plans are regularly updated and that the school fulfils its statutory duties;
- To manage the **emotional well-being and welfare** of the pupils and the staff and services that are associated with this aspect of the school's work;

#### To manage the leader responsible for EAL:

- To **interpret relevant** data and report to stakeholders;
- To monitor, manage and take responsibility for identified areas of the **School Development Plan**;
- To be **proactive in evaluating school effectiveness** in partnership with the Head and Deputy;
- To **performance manage** identified staff related to their leadership area;
- To **report to the Governing Board** as required.

#### Areas of Responsibility and Key Tasks of the Assistant Head for SENDCo and Inclusion at LAS

Whilst this will be a non-class based post, it will carry some teaching responsibilities that will be reviewed termly based on the needs of the children and the financial context of the school.

**Leading the inclusion team and Pastoral Support Team** to ensure high expectations, effective deployment of resources and improved learning outcomes for all pupils.

#### Designated Teacher for LAC and PLAC Pupils

- To coordinate support for LAC and PLAC Pupils
- To liaise with Foster Carers, Social Workers and the Virtual School to ensure the best outcomes for LAC pupils and their inclusion.
- To have knowledge and understanding of trauma informed and attachment aware practices

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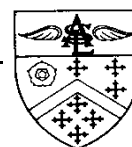
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Headteacher: Katy Brennan



- To facilitate PEP Meetings and complete appropriate paperwork in a timely fashion.

## Safeguarding Lead (with the support of the Headteacher)

- Ensure safeguarding practice, policies, procedures, systems and training are robust, up-to-date and implemented by all staff
- Attend a range of child protection/safeguarding meetings as required
- Ensure that record keeping is up to date
- Organise training and log accordingly
- Produce termly reports
- To take responsibility for the implementation of the Behaviour Policy and its application;

## 1. Strategic Direction and Development of the School (in co-operation with, and under the direction of, the Headteacher)

As Inclusion leader and a member of the School Leadership Team to contribute to the development of strategies, policies and practices aimed at raising standards of attainment and achievement throughout the school. This includes taking a clear strategic lead on ensuring the Pupil Premium raises standards in the school and narrows the gap for those vulnerable groups;

To provide regular progress updates to SLT in relation to Inclusion, SEND and pastoral care to ensure they are fully aware of all associated successes, issues and concerns;

Liaise with the SEN governor keeping them informed of Education Health Care Plans, Inclusion Action Plans and EAL Action Plans providing information to inform decision-making and policy review;

To assist with the formulation, communication and monitoring of the School Development Plan, particularly in relation to inclusion, ensuring concerns and ideas are considered, and that all staff understand the priorities and the part they play in achieving these;

To regularly update and monitor the effectiveness of our Inclusion and safeguarding policies including, but not exclusively; SEND, Behaviour, Safeguarding and Equality Plan;

To play a significant role in training and coaching colleagues.

## 2. Teaching and Learning

To develop, with colleagues, effective ways of overcoming barriers to learning and sustaining effective teaching through the analysis and assessment of pupil needs;

Team-teach as required to support children's access to an appropriate curriculum. To deliver small group tuition for pupils identified as requiring extra provision;

Monitor pupil achievement and set targets for improvement, so as to raise standards of pupils' learning and achievement. This will involve using Target Tracker database tracking systems, including maintaining provision mapping for the school;

To maintain good partnerships between parents and school and liaise effectively with external agencies so as to promote and secure maximum support for pupil learning.

## 3. Leading and Managing Staff

**Lead and manage the inclusion team including SEND support staff and other professionals who work in the school.**

- To take part in the recruitment and selection of staff;
- Be available to attend governing body meetings when necessary;
- To lead staff meetings, staff INSET and parents' meetings as appropriate;
- To take a leading role in appraisal; to monitor planning/work, target setting, assessment and classroom practice; to mentor staff and/or trainee teachers or teaching assistants;

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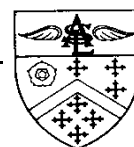
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*Headteacher: Katy Brennan*

- To offer advice and support to teaching colleagues regarding their training needs, in line with priorities set out in the School Improvement Plan, including planning and leading training and development opportunities related to the inclusion;
- To ensure that all newly appointed SEND staff have adequate support as part of their initial and on-going Induction;
- To work alongside other leaders and advisory staff involved in supporting the development of inclusive practice across the school;
- To meet, monitor and support staff who are identified as requiring a coaching and support plan, or to work with staff who are subject to the school's capability process.

## **4. Effective Deployment of Staff and Resources**

Support the Headteacher in the appointment, deployment and development of staff within an identified area of the school and to make most effective use of their skills, expertise and experience and to ensure that all staff have a clear understanding of their roles and responsibilities;

Manage the school effectively in the absence of the Headteacher and Deputy;

Advise the Headteacher, SLT and governing body of priorities for expenditure and deployment of staff, and utilise allocated resources with maximum efficiency;

Maintain and develop resources, coordinate their deployment and monitor their effectiveness in meeting the objectives of school;

Ensure that needs are met through high quality training and mentoring;

## **6. General:**

- Show commitment to the school, its inclusive ethos and equal opportunities for all in the school community, opposing strongly any form of discrimination;
- Act as 'critical friend' and provide effective professional challenge and support to the Headteacher and Deputy;
- Have a working knowledge of teachers' professional standards, duties and legal liabilities;
- Operate at all times within the stated policies and practices of the school;
- Establish effective working relationships and set a good example through presentation and personal and professional conduct;
- Contribute to the corporate life of the school through effective participation in meetings and management systems necessary to coordinate the management of the school;
- Take responsibility for their own professional development and duties in relation to school policies and practices;
- Liaise effectively with parents and governors;
- Take on any additional responsibilities which might from time to time be determined;
- Show a commitment towards school policies in Equal Opportunities and Child Protection, have a full understanding of these policies and embrace all aspects of school policy in relation to these areas;
- Deal with issues in a professional and confidential manner;
- Attend meetings during evening hours or during school holidays as required.

## **Appraisal**

An annual performance review is based on this overall job description and with particular emphasis on individual annual targets.

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