



Shoeburyness High School

Assistant Headteacher

Inclusion and Wellbeing

L13-17

£56,721 to £62,570

Required September 2021



Job details

Job title: Assistant Headteacher for Inclusion and Wellbeing

Salary: L13-17

Contract type: Full time permanent

Reporting to: The Headteacher

Responsible for: Leadership and delivery of the Inclusion and Wellbeing area of the school's strategy and linked development plans

Main purpose

- To take responsibility for a significant area of the school including designated staff
- To lead the school's Mental Health Strategy
- To provide leadership of the school's Inclusion and Wellbeing (IAW) strategy to ensure the highest standards of student outcomes through:
 - Support and interventions for key vulnerable groups
 - Health and wellbeing support for the school community
 - Communication that ensures staff, student and parent voice is considered
- To work closely with all relevant stakeholders in designing a coherent and shared strategy for IAW
- To work in close partnership with the pastoral and SEND teams in ensuring a unified approach to the support of individual students and groups of students
- To be responsible for line management of the operational (day to day) running of the IAW area
- To develop and enhance the teaching practice of others in line with the school's policies and in partnership with the Assistant Headteacher for Teaching & Learning.

The Assistant Headteacher will also have a timetabled teaching commitment of 40% complying with the teachers' standards and modelling best practice for others.

The Assistant Headteacher may also be required to undertake any of the duties delegated from the Headteacher.



Duties and responsibilities

Specific to the Post

- In consultation with the Headteacher and Deputy Headteacher, lead the Inclusion and Wellbeing (IAW) vision for the school
- In collaboration with key stakeholders, inform and communicate the IAW strategy ensuring it aligns with that of SECAT as a whole
- To lead, direct and manage key personnel in implementing the IAW vision and provision
- To ensure that the objectives of the IAW strategy are reflected in the school improvement plan with clear and ambitious targets for delivery
- To identify, implement and evaluate student intervention programmes
- To lead on all aspects of finance and budgetary controls relating to IAW to ensure that funding is being used effectively and planning for appropriate changes where appropriate
- To be responsible for reporting to the Academy Committee and SECAT Trust board as required
- To act as a point of contact with the Virtual School and take responsibility for Shoeburyness High School's LAC and PLAC support and intervention programme including quality assurance of PEPs
- With regard to identified students, act as the point of contact with key external agencies such as Alternative Education providers, EP service and medical tuition service ensuring these services are utilised for greatest impact
- To encourage students' engagement with the education process by supporting behaviour for learning
- To ensure the personal development of students is supported through the delivery of a coherent, extended curriculum that contributes to SECAT's entitlement curriculum
- To identify teachers' professional development needs in relation to inclusion and lead or source training as required
- To set, develop and implement policies, plans, targets, practices, and procedures linked to the IAW strategy
- To guide and motivate line managed staff, addressing any training and development needs
- To keep up to date with national developments and attend relevant training



- Take responsibility for the management of Mental Health First Aiders and the school's re-designation as a Healthy School

Leadership

- Support the Headteacher and Deputy Headteachers in the day-to-day management of the school
- Communicate the school's vision compellingly and support the Headteacher's strategic leadership
- Lead by example, focusing on providing excellent education for all pupils
- Lead on particular whole-school strategies and policy areas as directed
- Build positive relationships with members of the school community
- Seek training and continuing professional development to meet own need

Managing staff

Under the direction of the Headteacher or Deputy Headteacher:

- Assist with the selection and recruitment of new teaching staff.
- Performance manage middle leaders, including carrying out appraisals, providing professional development opportunities, and holding staff to account for 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 Teachers' 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
- Work collaboratively with staff across the Trust to ensure consistently high-quality provision and training.



Systems and processes

- Ensure that the school's systems, organisation, and processes are well considered, efficient and fit for purpose
- Provide a safe, calm, and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing exemplary behaviour
- Use systems for managing the performance of staff, addressing any underperformance and supporting staff to improve, valuing excellent practice
- Work with the Shoeburyness High School Academy Committee as appropriate
- Work with other SECAT colleagues as appropriate
- Support strategic, curriculum-led financial planning to ensure effective use of budgets and resources
- Support the distribution of leadership throughout the school.

Other responsibilities

The Assistant Headteacher will be required to safeguard and promote the welfare of children and young people and follow school and SECAT 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 Headteacher.



Person Specification

| Qualifications & Experience | Essential | Desirable |
|---|------------------|------------------|
| A graduate with Qualified Teacher Status | ✓ | |
| Able to show evidence of continuous professional development at a level appropriate to the post e.g. NPQML or NPQSL | | ✓ |
| Significant experience of middle leadership with a proven track record of impact | ✓ | |
| Experience of leading on a whole school priority | ✓ | |
| Experience of leadership within a large secondary school | | ✓ |
| Experience of leadership within an inclusive secondary school | ✓ | |
| Experience of multi-agency working | | ✓ |
| Detailed knowledge and understanding of the Equality Act 2010 | ✓ | ✓ |
| Abilities and Skills | Essential | Desirable |
| Excellent classroom practitioner with proven successful outcomes for students | ✓ | |
| Excellent communication skills that enable key messages to be delivered to a variety of stakeholders | ✓ | |
| Up to date knowledge and understanding of recent pedagogical developments and how they can be applied to improve student outcomes | ✓ | |
| Ability to use and triangulate a variety of information sources to identify priorities and actions | ✓ | |
| Knowledge and understanding of equal opportunities and inclusion issues | ✓ | |
| Set standards for staff and students by personal example of hard work | ✓ | |
| Commitment to meeting the needs of students and parents and a high level of professionalism in manner and organisation | ✓ | |
| Commitment to and evidence of, the development of professional capital amongst all staff | ✓ | |
| Ability to create and manage systems that ensure rigour and consistency | ✓ | |
| Evidence of excellent organisational and administrative skills | ✓ | |



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|---|------------------|------------------|
| Willingness to have difficult conversations which are done in a fair and constructive manner that maintains dignity | ✓ | |
| Personal | Essential | Desirable |
| A genuine commitment to students and high expectations for their progress and welfare | ✓ | |
| Can inspire and influence others | ✓ | |
| A capacity for hard work | ✓ | |
| Driven to make a difference | ✓ | |
| Intrinsically motivated | ✓ | |
| Resilient | ✓ | |

