



Job Description

Deputy Head Teacher Inclusion

Grade:	L10-L17 (Inner London)
Responsible to:	Head Teacher/Executive Principal
Responsible for:	SENDCo, Support Staff, Children's Centre Staff and Pastoral Team

Purpose of the Role

The Deputy Headteacher for Inclusion will promote high standards of teaching, learning, and pupil achievement by overseeing effective inclusion for all pupils, including those with Special Educational Needs (SEN). This role supports the school's values by ensuring every child has access to an inclusive, high-quality education.

Key Responsibilities

- **Leadership of Inclusion:** Lead on the strategic development of inclusion practices across the school, ensuring alignment with Morningside's inclusive ethos and school values.
- **SEND:** Oversee SEND provision, working closely with staff to ensure that individual needs are identified and met, and that students with additional needs receive tailored support.
- **Behaviour:** Continue to develop and embed a positive behaviour culture that promotes respect, resilience, and responsibility, ensuring consistent, inclusive practices across the school to maintain a safe and supportive learning environment for all students.
- **Staff Development:** Support the professional development of teaching and support staff to ensure high-quality inclusive practice, including effective adaptations, scaffolding, and interventions.
- **Safeguarding and Well-being:** Lead safeguarding and child protection across the school, by taking on the role of Designated Safeguarding Lead (DSL). Work with the safeguarding team to ensure that robust practices are in place, and promote a culture of well-being and safety for all students.
- **Outreach and Parental Engagement:** Facilitate effective home-school partnerships to support children's learning and development, fostering a collaborative approach between the practitioners, families, and the community, providing guidance and support on inclusive practices. Oversee outreach initiatives to engage parents and carers in the local area, enhancing access to sessions for 0-5-year-olds.
- **External Liaison:** Collaborate with external agencies and professionals to provide comprehensive support for students, ensuring access to specialist services and support.

General Responsibilities

- To assist the Head Teacher in the leadership and management of the school and children's centre and in all aspects of school improvement, including taking full responsibility for the school in the absence of the Head Teacher.
- To take full responsibility for leading and managing inclusion, under the overall direction of the Head Teacher.
- To carry out teaching duties, as required, in accordance with the school's schemes of work and the National Curriculum.
- Be aware of and comply with relevant policies and procedures, including those relating to safeguarding, health and safety, confidentiality and data protection
- Embrace and celebrate diversity, ensuring equal opportunities for all
- Behave in a professional manner at all times demonstrating mutual respect, good manners, politeness and common courtesies for all members of our community. We expect employees to behave in a manner that role models positive behaviours for our pupils
- Ensure own continuous professional development, seeking active opportunities for innovative and effective practice
- Undertake any other duties which may reasonably be regarded as within the nature of the

duties and responsibilities/grade of the post as defined as directed by the head teacher.

Specific Responsibilities

Under the direction of the Head Teacher, the Deputy Head for Inclusion will:

School culture and behaviour

- Create a culture where pupils experience a positive and enriching school life
- Uphold educational standards in order to prepare pupils from all backgrounds for their next phase of education and life
- Ensure a culture of staff professionalism
- Encourage high standards of behaviour from pupils, built on rules and routines that are understood by staff and pupils and clearly demonstrated by all adults in school
- Use consistent and fair approaches to managing behaviour, in line with the school's behaviour policy

Additional and special educational needs (SEN) and disabilities

- Promote a culture and practices that enables all pupils to access the curriculum
- Have ambitious expectations for all pupils with SEN and disabilities
- Make sure the school works effectively with parents, carers and professionals to identify additional needs and provide support and adaptation where appropriate
- Make sure the school fulfils statutory duties regarding the SEND Code of Practice.

Organisational management and school improvement

- Establish and sustain the school's ethos and strategic direction together with head teacher through consultation with the school community
- Establish and oversee systems, processes and policies so the school can operate effectively
- Ensure staff and pupils' safety and welfare through effective approaches to safeguarding, as part of duty of care
- Manage staff well with due attention to workload
- Ensure rigorous approaches to identifying, managing and mitigating risk
- Allocate financial resources appropriately, efficiently and effectively
- Identify problems and barriers to school effectiveness, and develop strategies for school improvement that are realistic, timely and suited to the school's context
- Make sure these school improvement strategies are effectively implemented

Professional development

- Ensure staff have access to appropriate, high standard professional development opportunities
- Keep up to date with developments in education in order to lead INSET
- Seek training and continuing professional development to meet needs
- Lead regular meetings and CPD sessions for all staff, based on individual needs and whole school priorities

Governance, accountability and working in partnership

- Understand and welcome the role of effective governance, including accepting responsibility
- Ensure that staff understand their professional responsibilities and are held to account
- Ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties
- Work successfully with other schools and organisations
- Maintain working relationships with fellow professionals and colleagues to improve educational outcomes for all pupils
- Prepare and present reports as required, for example, to governors, local authority officers, parents, and external agencies.

Strategic development of SEN policy and provision

- Have a strategic overview of provision for pupils with SEN or a disability across the school, monitoring

and reviewing the quality of provision

- Contribute to school self-evaluation, particularly with respect to provision for pupils with SEN or a disability
- Make sure the SEN policy is put into practice and its objectives are reflected in the school development plan (SDP)
- Maintain up-to-date knowledge of national and local initiatives that may affect the school's policy and practice
- Evaluate whether funding is being used effectively, and suggest changes to make use of funding more effective

Operation of the SEN policy and co-ordination of provision

- Maintain an accurate SEND register and provision map
- Provide guidance to colleagues on teaching pupils with SEN or a disability, and advise on the graduated approach to SEN support
- Advise on the use of the school's budget and other resources to meet pupils' needs effectively, including staff deployment
- Be aware of the provision in the local offer
- Work with early years providers, other schools, educational psychologists, health and social care professionals, and other external agencies
- Be a key point of contact for external agencies, especially the local authority (LA)
- Analyse assessment data for pupils with SEN or a disability
- Implement and monitor intervention groups for pupils with SEN, and evaluate their effectiveness

Support for pupils with SEN or a disability

- Identify a pupil's SEN
- Co-ordinate provision that meets the pupil's needs, and monitor its effectiveness
- Secure relevant services for the pupil
- Review the education, health and care plan (EHCP) with parents or carers and the pupil
- Communicate regularly with parents or carers
- Ensure if the pupil transfers to another school, all relevant information is conveyed to it, and support a smooth transition for the pupil
- Promote the pupil's inclusion in the school community and access to the curriculum, facilities and extra-curricular activities

Leadership and management

- Work with the headteacher and federation to ensure the school meets its responsibilities under the Equality Act 2010 in terms of reasonable adjustments and access arrangements
- Prepare and review statutory information the school is required to publish
- Share procedural information, such as the school's SEN policy
- Promote an ethos and culture that supports the school's SEN policy and promotes good outcomes for pupils with SEN or a disability
- Lead staff appraisals and produce appraisal reports
- Review staff performance on an ongoing basis

Personal development

- Develop responsible, respectful and active citizens
- Develop and deepen pupils' understanding of the fundamental British values
- Promote equality of opportunity so that all pupils can thrive together
- Promote an inclusive environment that meets the needs of all pupils
- Develop pupils' character, confidence, resilience and knowledge
- Develop pupils' understanding of how to keep physically healthy, eat healthily and maintain an active lifestyle
- Lead and manage the school's relationship and sex education policy
- Support readiness for the next phase of education

- Be the school's designated teacher for looked after children

Safeguarding and child protection

- Manage referrals of suspected abuse to the local authority children's social care; radicalisation concerns to Channel; crimes that may have been committed to the police
- Keep detailed, accurate and secure written records of concerns and referrals
- Liaise with staff and other agencies on matters of safety, safeguarding, and when deciding whether to make a referral
- Act as a source of support, advice and expertise for staff
- Manage all child protection files, including confidentiality and transfer of files
- Attend and contribute to safeguarding and child protection meetings effectively
- Provide early help and intervention
- Refresh knowledge and skills at least annually to remain up to date with developments relevant
- Ensure the school's safeguarding policies and procedures are known, understood and used appropriately by all staff, especially new and part-time staff
- Understand the filtering and monitoring systems and processes in place

Key Relationships (Internal and External)

- Morningside staff, pupils, parents and community
- Primary Advantage colleagues
- Local Authority key contacts, including SEND, Safeguarding and Children's Centre.
- Specialist advisers to support individual pupils' needs, e.g. Educational Psychologist

Notes

- This role profile is non-contractual and provided for guidance. It will be updated and amended from time to time in accordance with the changing needs of Morningside Primary School. The duties of this post may vary from time to time without changing the general character of the post or level of responsibility entailed
- The responsibilities are subject to the general duties and responsibilities contained in the Statement of Conditions of Employment
- Recruitment and induction practices to safeguard and promote the welfare of children and/or vulnerable adults apply to this post in addition to the requirement to obtain a Barred list and enhanced Disclosure and Barring Service (DBS) check

Person Specification - Deputy Head Teacher (Inclusion)		
	Essential	Desirable
Education and Qualifications		
Qualified teacher status	x	
Degree	x	
National Award for SEN Co-ordination, or a willingness to complete it within 3 years of appointment	x	
Evidence of leading professional development activity	x	
Knowledge and Experience		
Successful leadership and management experience in a school	x	
Proven track record of raising attainment in a leadership role within the primary phase.	x	
Strong classroom practitioner	x	
Minimum of 5 years' experience in teaching within a diverse environment.		x
Involvement in school self-evaluation and development planning	x	
Demonstrable experience of successful line management and staff development	x	
Understanding of school finances and financial management		x
Experience of managing safeguarding in a school or other relevant organisation, including: <ul style="list-style-type: none"> • Being the named DSL for an organisation • Building relationships with children and their parents, particularly the most vulnerable • Working and communicating effectively with relevant agencies • Implementing and encouraging good safeguarding practice throughout a large team of people 	x	
Expert knowledge of legislation and guidance on safeguarding and working with young people, including knowledge of the responsibilities of schools and other agencies	x	
Sound knowledge of the SEND Code of Practice	x	
Professional Skills		
Data analysis skills, and the ability to use data to set targets and	x	

identify weaknesses		
Understanding of high-quality teaching, and the ability to model this for others and support others to improve	x	
Leads by example with an understanding of how to use different leadership and management styles.	x	
Effective communication and interpersonal skills with children, parents, carers, and external agencies.	x	
Ability to communicate a vision and inspire others	x	
Ability to build effective working relationships	x	
Personal Qualities		
A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school	x	
Ability to work under pressure and prioritise effectively	x	
A strategic thinker who is creative and innovative	x	
Commitment to maintaining confidentiality at all times	x	
Commitment to safeguarding and equality, ensuring that personal beliefs are not expressed in ways that exploit the position	x	
Commitment to fostering positive relationships with parents, the local community, and supporting staff in their roles.	x	
Shows consistency of judgement and high levels of integrity	x	