



Job Description

Associate Deputy Headteacher – Inclusion

Purpose:	To lead the school's strategy for Inclusion, ensuring a coherent and coordinated approach that secures high-quality provision and outstanding outcomes for all students. The Associate Deputy Headteacher will provide strategic leadership to ensure that all students are able to achieve, progress and flourish, regardless of background or circumstance. The postholder will lead the development, implementation and evaluation of the school's Inclusion Strategy, ensuring that inclusive practice is embedded across all aspects of school life and aligned with the school's wider improvement priorities. As a key member of the Senior Leadership and Management Team (SLMT), the Associate Deputy Headteacher will work closely with the Headteacher, Deputy Headteachers and senior leaders to remove barriers to learning, promote equality of opportunity and ensure the school is fully prepared to meet current and emerging national expectations regarding inclusive education. The postholder will champion a culture of high expectations, belonging and success, ensuring that every student receives the support, challenge and opportunities required to thrive. To ensure The Radclyffe School is fully prepared for the forthcoming statutory requirements for a higher level of inclusion in mainstream schools, and work proactively with inclusion leads across the Cranmer Education Trust to ensure that resource is maximised and all students benefit.
Reporting to:	Headteacher and SLMT liaison
Responsible for:	SENCO, Attendance Manager and The Radclyffe Support Unit
Liaising with:	SLMT, all staff, parents, trust colleagues and other external agencies
Salary	Leadership Range, Scale Points 16 – 20

Key Responsibilities:

- Take a lead role in the formation, implementation and monitoring of the School Development Plan with specific responsibility for Inclusion.
- Be the strategic lead for Inclusion across the school, ensuring a coherent and coordinated approach to meeting the needs of disadvantaged students, students with SEND, students known to Children's Social Care and other vulnerable groups.
- Ensure that the school's inclusion, SEND, attendance and alternative provision policies and procedures are regularly reviewed and maintained, ensuring best practice and compliance with statutory requirements.



- Provide strategic oversight and leadership of the school's provision for vulnerable and disadvantaged students, ensuring barriers to learning are identified and addressed effectively.
- Lead the school's Pupil Premium Strategy, ensuring resources are deployed effectively and have measurable impact on student outcomes.
- Work closely with the SENDCO to ensure high-quality provision for students with SEND and that reasonable adjustments are implemented appropriately to support access, achievement and inclusion.
- Provide strategic leadership of the school's Alternative Provision, ensuring robust systems are in place to monitor attendance, engagement, behaviour, progress and safeguarding.
- Provide strategic leadership of the school's Attendance Team and work with relevant staff to remove barriers to learning and improve attendance outcomes for key groups of students.
- Work alongside pastoral leaders and safeguarding staff to ensure effective support for vulnerable students and families through multi-agency working and early intervention.
- Provide strategic oversight of managed moves, Fair Access admissions, reintegration programmes and other inclusion pathways.
- Monitor and evaluate the progress, attendance, behaviour, wellbeing and achievement of vulnerable groups, using data to inform strategy and intervention.
- Line manage designated staff and teams relevant to the role and support the school's appraisal and professional development processes.
- Lead professional development for staff in relation to inclusion, SEND, disadvantage and effective adaptive teaching.
- Prepare reports for the Senior Leadership Team and Governors as required and contribute to the school's self-evaluation and quality assurance processes.
- Promote and actively develop a culture of inclusion, equality, high expectations and belonging so that every student is supported to achieve, progress and flourish.
- Undertake such duties and responsibilities at a similar level as may reasonably be required by the Headteacher.

This post is subject to an enhanced DBS disclosure check through the Disclosure & Barring Service.

This job description is a guide to the duties and should be read in conjunction with the accompanying person specification.



Associate Deputy Headteacher – Inclusion Person Specification

In your application form please demonstrate how you meet these criteria.

	Essential or Desirable	How identified Application (A) / Interview (I)
Educational Qualifications		
Good honours degree	E	A
PGCE	E	A
Evidence of further professional study – Masters Degree, NPQSL, NASENCO, NPQSEN	D	A
Professional Experience and Knowledge		
Significant experience of leading whole-school provision and improvement at Deputy or Assistant Head level	E	A/I
Evidence of effective leadership, vision, drive and impact at senior leadership level, particularly in relation to young people who are disadvantaged and/or vulnerable, and with successful experience of leading one or more of the following: • Excellent learning, progress and achievement for all, at whole-school level • Development and implementation of inclusive curriculum and pedagogy at whole-school level • Whole-school behaviour and attendance strategies which successfully promote inclusion	E	A/I
Understanding and experience of working effectively with parents and external agencies.	E	A/I
Professional Skills		
Hold and articulate clear values and moral purpose, focused on excellent educational provision for the young people we serve	E	A/I
High level communication skills, ability to build relationships, bring people with you and create a culture of contribution and accountability	E	A/I
The ability to learn quickly, assimilate ideas, generate understanding, be challenged and be flexible	E	A/I
The ability to lead, manage, influence and challenge others	E	A/I



The ability to mentor, teach and motivate professionals to achieve individual and collective targets	E	A/I
Evidence of having used data to bring about real, impactful improvement	E	A/I
Personal Qualities		
Unwavering commitment for the best possible provision for young people	E	A/I
Emotional intelligence and self-awareness	E	A/I
A team player and networker who collaborates with, involves and informs others and who can shape discussion, negotiate and influence	E	A/I
Management ability and experience, evidenced understanding of how to pull ideas through into practical impact and take others with you	E	A/I
High level analytical skills	E	A/I
Excellent interpersonal skills	E	A/I
Strong presentational and communication skills	E	A/I
Excellent time management and prioritisation skills and flexibility	E	A/I
Resilience, persistence and perseverance	E	I
Presence and credibility	E	I
Safeguarding		
Displays commitment to the protection and safeguarding of children and young people	E	A/I
Personal Circumstances		
Senior leadership posts at this level require a significant commitment beyond the school day, and term time. Senior leaders attend and contribute to governor meetings; they attend after school events/productions on a regular basis and plan for the next school year.		

N.B any candidate with a disability who meets the essential criteria will be guaranteed an interview