

Job Title	<i>Assistant Headteacher – Wellbeing, Inclusion and Personal Development</i>
Responsible to	<i>Headteacher Deputy Headteacher</i>
Key Internal Contacts	<i>Other staff within the education team Staff in other departments within the Centre Staff in other Centres in the Region Regional Office Staff</i>
Key External Contacts	<i>Student relatives, advocates and others Placing Authorities and Service Providers Registration, Regulatory and Inspection bodies Local Services – Statutory, Voluntary and Community Neighbours</i>

JOB PURPOSE

This is a senior post within the school's staffing structure and forms part of the Senior Leadership Team (SLT). The role includes a SENCO commitment of up to 50%, alongside strategic leadership responsibilities.

The postholder will assist the Deputy Headteacher and Headteacher to lead the development and delivery of the school's strategic approach to promoting Pupils' physical and mental health, emotional wellbeing, and their social and economic wellbeing. They will ensure that the school's provision enables pupils to thrive personally, develop positive relationships, make informed decisions, and become responsible, active contributors to society. The postholder will ensure that all provision meets the requirements of the Independent Schools Inspectorate (ISI) and the Independent School Standards.

KEY TASK AREAS & RESPONSIBILITIES

- To lead the strategic development and implementation of the school's provision for pupils' physical and mental health, emotional wellbeing, and personal development.
- To ensure that the school's provision for pupils' social and economic wellbeing, preparation for adult life, and contribution to society meets all statutory and regulatory requirements.
- To lead the development, implementation and evaluation of a whole-school Personal Development strategy that reflects the school's vision and values.
- To promote a culture where pupils feel safe, valued, respected and supported to thrive academically, socially and emotionally.
- To lead on pupil wellbeing, ensuring effective systems are in place to monitor, evaluate and respond to pupils' needs.

- To oversee the strategic development of the PSHE, Relationships and Sex Education (RSE), careers education and wider personal development curriculum.
- To coordinate and evaluate the school's enrichment, leadership, citizenship, volunteering and wider curriculum opportunities to ensure all pupils have meaningful opportunities to contribute positively to society.
- To ensure pupils are equipped with the knowledge, skills and attitudes to make informed decisions about their health, wellbeing, relationships, finances and future aspirations.
- To oversee the effective implementation of attendance, behaviour, pastoral and wellbeing strategies alongside relevant leaders.
- To lead on quality assurance relating to personal development, wellbeing and pastoral provision.
- To monitor, analyse and present wellbeing, behaviour, attendance and pastoral data to Governors and other stakeholders.
- To oversee budgets allocated to personal development, wellbeing and pastoral provision.
- To supervise and support pastoral leaders and relevant staff, ensuring consistently high standards across the school.

Duties– Specific:

- To improve pupils' wellbeing and personal development by establishing effective whole-school approaches to pastoral care and emotional wellbeing.
- To monitor and evaluate the effectiveness of the school's pastoral systems and ensure they meet the needs of all cohorts.
- To lead the development, implementation and review of innovative approaches to supporting pupils' mental health, resilience, inclusion and wellbeing.
- To develop and implement strategic plans within the School Improvement Plan relating to personal development, wellbeing, behaviour, attendance and pastoral provision.
- To coordinate and manage the work of pastoral leaders, Heads of Department, tutors and other designated staff to ensure consistently high standards of pastoral care.
- To develop the school's systems for gathering and responding to pupil voice to ensure pupils actively contribute to school improvement.
- To strengthen partnerships with parents, carers and external agencies to promote pupils' wellbeing and personal development.
- To ensure leaders at all levels use evidence effectively to evaluate pastoral provision and identify priorities for continuous improvement.
- To ensure findings from quality assurance activities inform departmental and whole-school improvement planning.
- To work with the Senior Leadership Team to ensure attendance, behaviour, safeguarding and wellbeing data is used effectively to improve outcomes.
- To oversee the collection, analysis and presentation of wellbeing, attendance and behaviour data to Governors and other stakeholders.
- To contribute to professional development programmes for staff relating to mental health, safeguarding culture, inclusion, behaviour, pastoral care and personal development.

- To support the Headteacher in the implementation of the school's performance management policy.
- To contribute to relevant sections of the Self-Evaluation Form (SEF), Governor reports and inspection documentation.
- To promote a positive, inclusive and celebratory school culture where diversity, equality and individual achievement are recognised and valued.
- To develop effective partnerships with parents, external agencies, employers, community organisations and other educational providers to enhance pupils' personal development and preparation for adulthood.
- To chair pastoral and wellbeing meetings and lead initiatives relating to personal development across the school.

Duties– Senior Leadership:

- Be an integral member of the Senior Leadership Team, fulfilling individual responsibilities to a consistently high standard whilst supporting the collective leadership of the school.
- Work closely with the Headteacher, SLT and colleagues to ensure the school complies with all statutory and regulatory requirements relating to safeguarding, wellbeing, personal development and pastoral care.
- Provide strategic oversight and line management of pastoral leaders and relevant staff, including performance management, professional development and accountability.
- Contribute strategically to meetings of the Senior Leadership Team and other leadership forums.
- Be a highly visible presence around the school, modelling the school's values and expectations whilst fostering positive relationships with pupils, staff and families.
- Lead the monitoring, review and evaluation of policies relating to personal development, wellbeing, behaviour, attendance, inclusion and pastoral care.
- Identify barriers to pupils' wellbeing, engagement and personal development, and develop evidence-informed strategies that improve outcomes and reflect the school's context.
- Ensure the school provides a coherent, progressive and inclusive personal development programme that prepares pupils successfully for life in modern Britain and beyond.

Duties – SENCO Responsibilities

- Fulfil the statutory responsibilities of the Special Educational Needs Coordinator (SENCO) in accordance with the SEND Code of Practice and relevant legislation.
- Provide strategic leadership for Special Educational Needs and Disabilities (SEND), ensuring an inclusive culture where all pupils are supported to achieve their full potential.
- Lead the development, implementation, monitoring and evaluation of the school's SEND policy and inclusive practice.
- Identify, assess and coordinate appropriate provision for pupils with SEND, ensuring timely intervention and effective deployment of resources.
- Maintain an accurate SEND Register and ensure appropriate records are kept, reviewed and updated in line with statutory requirements.

- Oversee the implementation, monitoring and review of Individual Education Plans (IEPs), Pupil Passports or equivalent support plans, ensuring they are pupil-centred and outcome-focused.
- Work collaboratively with teachers, pastoral leaders and support staff to ensure high-quality adaptive teaching and appropriate reasonable adjustments are embedded across the curriculum.
- Provide professional guidance, coaching and training to staff to develop confidence and expertise in inclusive teaching and supporting pupils with additional needs.
- Monitor the progress, attainment, attendance and wellbeing of pupils with SEND, using data to evaluate the effectiveness of provision and inform school improvement.
- Lead annual reviews and statutory processes for pupils with Education, Health and Care Plans (EHCPs), ensuring compliance with statutory timescales and requirements.
- Develop strong partnerships with parents, carers and pupils, ensuring they are fully involved in planning, reviewing and evaluating support.
- Liaise effectively with external agencies, including Educational Psychologists, Speech and Language Therapists, Occupational Therapists, Local Authorities and health professionals, to secure appropriate provision for pupils.
- Advise the Headteacher and Governors on matters relating to SEND, inclusion and accessibility, contributing to strategic planning and self-evaluation.
- Ensure the effective deployment, line management and professional development of Learning Support Assistants and other staff supporting pupils with SEND.
- Oversee SEND budgets and resources to ensure they are used effectively to maximise pupil outcomes and value for money.
- Promote equality, diversity and inclusion across the school, ensuring barriers to learning are identified and removed wherever possible.
- Ensure the school remains compliant with all statutory duties relating to SEND, accessibility and equality legislation and is inspection-ready at all times.

General

- Ensure awareness that the service operates to agreed budgets and contribute to keeping within these budgets as instructed.
- Exercises vigilance in respect of Health and Safety and promptly report all hazards and/or remedying them where appropriate. Undertake all duties in a manner calculated to minimise or avoid unnecessary risks, personally or to others.
- Operates at all times in accordance with company policies and procedures, with particular reference to Safeguarding, Child Protection, Whistleblowing, Complaints and Representations and Behaviour Policies.
- Report issues and/or incidents relating to staff and students that have arisen in the day promptly to the relevant Line Manager or appropriate person.
- Participate in training and take responsibility for personal development .
- Participate in team meetings, supervisions and annual reviews in accordance with Company policy and the standards set by the Regulatory Body.
- Work to promote the centre as a valued, professional asset within its community and also to promote a culture that individuals and staff conduct themselves at all times in a manner that reinforces this image Ensure that all actions are in the interests of the students and the Company.

- To work to and exhibit the values of the Company and maintain standards of behaviour in accordance with Company policies, procedures and practices.
- To carry out any other reasonable and relevant duties as required.

Note: Any subject specialism information must be authorised by the HR department and attached separately

PERSON SPECIFICATION

Experience	Essential	Desirable
Experience of developing and delivering high quality SEND provision for autistic children/young people	✓	
Experience of leading the intent, implementation, impact of curriculum within an education setting for either/or PSHE, RSE, SMSC, British Values	✓	
Consistently performing as a highly skilled teacher across all curriculum subject areas	✓	
Skills		
Ability to work independently and as part of a team, and lead others to improve standards and quality	✓	
Effective communication skills, verbal and written, and ability to present under external scrutiny	✓	
Ability to record information accurately	✓	
Good organisational skills	✓	
Ability to deal with complex and challenging behaviour	✓	
Ability to demonstrate empathy	✓	
Good IT skills	✓	
Ability to tailor teaching and learning to the needs of individual students	✓	
Ability to lead and coordinate effectively	✓	
Qualifications & Training		
Relevant Teaching Qualification	✓	
Willingness to work towards further qualifications as required	✓	
Undertake relevant group induction training on commencement	✓	
NPQ for Leading Behaviour and Culture (or equivalent)		✓
NPQ for SENCOs (or equivalent)		✓
Other		
Commitment to the values of the Organisation	✓	
Driving licence and access to a car		✓