



Job Description

Assistant Executive Headteacher (Inclusion), Small Schools Group

Lead for Inclusion and Safeguarding (Across Five Schools)

Reporting to: Executive Headteacher of Small Schools

Salary grade: Leadership Scale L1 to L3

Base: To be agreed with the successful candidate, with regular travel across the five schools

Teaching commitment: None (non teaching leadership role)

Schools in the group: Ashill Primary, Buckland St Mary C of E Primary, Hatch Beauchamp C of E Primary, Stockland C of E Primary Academy and Winsham C of E Primary Academy

Role context

The ACE Small Schools group is a partnership of five village schools, each rooted in its community and working collaboratively so that pupils and staff benefit from the same opportunities, provision and capacity as larger schools, while retaining each school's distinctive character.

The Executive Headteacher is supported by a cross-group team providing shared functions including inclusion.

This role provides strategic and operational leadership for inclusion and safeguarding across the group, developing people and strengthening practice so that vulnerable pupils receive consistently excellent support in every school.

Job purpose

To ensure that all five schools deliver consistently strong inclusive provision and safeguarding for all vulnerable pupils. Working closely with the Executive Headteacher, the post holder will:

- Drive an inclusion-based approach across the five schools that support all vulnerable pupils (including those with SEND, those who are disadvantaged, and those with other vulnerabilities) to flourish by addressing barriers to learning and ensuring high quality provision. .
- As SENDCo for the small school's group, to ensure cohesive, consistent high-quality and appropriately resourced provision for pupils with additional needs through your effective engagement with teaching staff, parents and external partners
- Ensuring a consistent, high quality safeguarding culture and practice across the group, through audit, coaching and improvement.
- To build sustainable capacity for support and improvement by developing colleagues and growing shared specialist expertise across the group so that no single school is dependent on one person.

Key responsibilities

1. Strategic leadership for inclusion and safeguarding across the group

- Provide clear leadership for inclusion and safeguarding aligned with ACE mission, values and culture.
- Translate group priorities into practical improvement actions, consistency of practice and measurable impact for vulnerable pupils.
- Contribute to group self evaluation and improvement planning, ensuring inclusion and safeguarding are accurately evaluated and continuously improved.

2. Inclusion leadership for all vulnerable pupils

- To act as SENDCo across the five schools
- Lead group-wide inclusion strategy for all vulnerable pupils, including pupils with SEND, pupils facing disadvantage, pupils with safeguarding or wellbeing needs, pupils with attendance barriers, and pupils requiring tailored pastoral or provision support.
- Strengthen consistency and impact of provision through clear expectations, effective systems and strong evaluation of what is working.
- Support leaders to ensure inclusive classroom practice through high quality adaptations to teaching and learning, so that pupils can access the ACE curriculum successfully.
- Ensure statutory responsibilities relating to equality, inclusion and SEND are understood and met consistently across the group.

3. Safeguarding oversight and quality assurance (DSL in every school)

- Provide oversight of safeguarding arrangements across the five schools, where each school has its own DSL.
- Working with the Trust's Inclusion Lead, to coordinate safeguarding quality assurance, including termly safeguarding reviews and case sampling, compliance checks and audit activity, evaluation of safeguarding culture and practice, action planning and follow up to ensure timely improvements.
- Coach and support DSLs and Deputy DSLs to strengthen decision making, thresholds, referral quality, recording and multi agency engagement.
- Ensure safeguarding learning is shared across the group and leads to tangible improvements in practice.

4. Line management and team leadership

- Provide line management, direction and development for the Flourishing Pupils Assistant, DSLs (professional oversight), inclusion administrators, and provision and inclusion teams across the group (as structured locally).
- Set clear expectations and support staff to improve through coaching, training, feedback and aligned ways of working across schools.
- Help the Executive Headteacher to build a sustainable, distributed leadership model that works in small school contexts.

5. Building capacity through shared specialist expertise (group specialisms)

- Develop a deliberate and sustainable approach to growing specialist practice and sharing it across the five schools, ensuring small schools have the same quality of expertise and provision as larger schools, including in the following areas:
 - Speech and Language (S and L)
 - Communication and Interaction (C and I)
 - Autism Spectrum Difference (ASD)
 - Adaptations to curriculum and learning (adaptive teaching and provision design)

6. Professional development, coaching and culture

- Promote and model excellence through reflection, coaching and collaboration approach to improving practice across schools.
- Design and deliver relevant professional development for staff across small schools, ensuring training is translated into improved practice.
- Support leaders to create consistent expectations and inclusive culture across the group, including high quality communication with families and strong pupil advocacy.

7. Data, evaluation and impact

- Use inclusion, safeguarding and vulnerable pupil data intelligently to identify patterns, risk, inconsistency and priorities for improvement.
- Produce clear reporting for the Executive Headteacher that supports decision making, prioritisation and accountability.
- Evaluate impact of provision and interventions, ensuring resources and approaches are adapted when they are not working.

8. Partnership working and multi agency collaboration

- Strengthen relationships with families, external agencies and local services to secure timely support for vulnerable pupils.
- Support DSLs and leaders to work effectively with social care, health and other partner agencies, ensuring the right action happens at the right time.

9. Wider leadership contribution

- Play a full role in the leadership of the small schools group, working closely with the Executive Headteacher to strengthen leadership capacity, consistency and culture across the five schools.
- Uphold the highest professional standards and contribute to the Trust community through collaboration and sharing talents.

Safeguarding statement

The post holder has a responsibility to promote and safeguard the welfare of children and young people, and to ensure that safeguarding practice is strong, consistent and child centred across the five schools.

Professional duties

This job description should be read in conjunction with the current School Teachers' Pay and Conditions Document (STPCD). The post holder will carry out duties as may reasonably be required by the Executive Headteacher of Small Schools.

Person Specification

Assistant Executive Headteacher of Small Schools (Inclusion and Safeguarding)

Essential

Qualifications

- Qualified Teacher Status.
- Evidence of relevant professional development in SEND / inclusion

Experience

- Successful leadership experience within a primary setting with evidence of impact on outcomes, systems or culture.
- Demonstrable experience improving inclusion for vulnerable pupils, including strengthening provision and reducing barriers to learning for children with SEND and disadvantage
- Experience of safeguarding leadership, including supporting high quality practice and a strong safeguarding culture.
- Proven experience of coaching and developing adults, including leading training and translating it into improved practice.
- Experience using evaluation and data to identify priorities and deliver improvement.

Professional knowledge, understanding and skills

- Strong understanding of inclusion and how to improve access, provision and outcomes for vulnerable pupils, including through effective adaptations to teaching and learning.
- Sound understanding of SENDCo roles and responsibilities
- Knowledge of safeguarding principles, responsibilities and best practice, and the ability to develop this in others.
- Ability to lead across multiple contexts and influence without relying on positional authority, building trust and consistency across different schools.
- Ability to create practical, proportionate systems that work in small schools while meeting high standards.
- Excellent interpersonal and communication skills, including confident challenge and supportive coaching.

Professional values and personal qualities

- Commitment to ACE mission, ethos and values, and to character education.
- Warmth, care and sensitivity in working with children, families and colleagues.
- Collaborative and reflective, with high expectations and a strong moral purpose for vulnerable pupils.
- Highly organised, able to prioritise, manage time effectively and work across several sites.

Desirable

- NASENCo or equivalent SEND leadership experience.
- Accredited DSL training and significant experience as DSL or in safeguarding leadership.
- Experience of leading across more than one school, federation or trust.
- Experience developing specialist practice across teams (for example S and L, ASD, communication and interaction, adaptive teaching).

Employment vetting checks

It is a condition of employment that the successful candidate will be subject to the legally required safer recruitment checks, including enhanced DBS and other relevant checks. References will be taken up, including from previous employers.