**The role of our Assistant Headeachers at Brighter Futures Educational Trust**

**Our Aim:** Create an inclusive and supportive environment where students with SEMH thrive. Students achieve personal excellence as they overcome obstacles, develop resilience and become successful learners. Students leave as responsible citizens who lead happy, safe, healthy and fulfilling lives.

**Leadership in Creating a Supportive Learning Environment:**

Lead the development of a safe, inclusive, and nurturing learning environment where students feel valued, respected, and supported and establish structured routines, clear expectations, and positive behaviour reinforcement strategies to promote security and belonging for all students. Support teachers and staff in implementing best practices to maintain an inclusive school culture.

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| Involved: AHT, Teachers, SLT | Evidence/ outcomes: Incident data, Surveys, CPOMS |

**Upholding Teaching Standards:**

Ensure adherence to the Teachers' Standards, promoting high levels of professionalism, integrity, and ethics and oversee and evaluate teaching practices, ensuring they meet the diverse needs of learners.

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| Involved: AHT, Teachers, SLT | Evidence/ outcomes: Observations, feedback  |

**Adaptability and Instructional Leadership:**

Guide staff in adapting instructions and learning expectations to meet the needs of students with SEMH challenges and provide professional development to ensure teaching strategies, materials, and assessments accommodate students' diverse abilities, interests, and learning styles.

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| Involved: AHT, Teachers, SENCO | Evidence/ outcomes: Lesson plans, Observations, Student progress data |

**Behaviour Management and TT Implementation:**

Implement and oversee evidence-based behaviour management strategies to support students’ emotional and social development. Ensure staff are trained in and effectively applying our behaviour management system and provide support to staff in de-escalating situations and ensuring the safety of students and staff.

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| Involved: AHT, Behaviour Teams | Evidence/ outcomes: Behaviour tracking data, Incident reports |

**Training and Professional Development:**

Lead CPD sessions and workshops focusing on special education, behaviour management, and trauma-informed practices and promote a culture of reflective practice and continuous professional development among staff.

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| Involved: AHT, Teachers, SLT | Evidence/ outcomes: Training logs, Staff feedback, Observations |

**Collaboration and Teamwork:**

Facilitate collaboration between teachers, teaching assistants, behaviour intervention teams, and leadership. Lead multidisciplinary team meetings to assess student needs and progress and contribute to the development and implementation of progression booklets.

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| Involved: AHT, All staff  | Evidence/ outcomes: Meeting records, Progression booklets |

**Curriculum Development and Adaptation:**

Oversee curriculum modifications to meet the needs of students with SEMH challenges and ensure personalised learning journeys are developed, addressing each student’s strengths, challenges, and aspirations. Engage with students, families, and teachers to set meaningful academic and skill-based goals.

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| Involved: AHT, Teachers, SLT | Evidence/ outcomes: Personalised learning plans, Student assessments |

**Transition Planning:**

Support students during transitions between key stages, classes, or educational settings and develop transition plans addressing academic, social, and emotional needs in collaboration with transition leads.

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| Involved: AHT, Pastoral and FSW | Evidence/ outcomes: Transition plans, Student progress reports |

**Promoting Inclusive Practices:**

Advocate for inclusive education within the school community. Develop trauma-informed classroom strategies to foster a safe and compassionate learning environment and encourage the inclusion of students in school activities and initiatives to enhance engagement and belonging.

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| Involved: AHT, SENCO, MHL | Evidence/ outcomes: Activity participation records, Student feedback |

**Family and Community Engagement:**

Foster strong communication between school and home to support student progress and well-being and organise parent engagement initiatives and connect families with external support services.

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| Involved: AHT. FSW, MHL | Evidence/ outcomes: Parental feedback, Meeting records |

**Flexible and Responsive Teaching Leadership:**

Support teachers in adapting instructional approaches based on students' evolving needs and readiness levels and encourage experiential learning, movement breaks, and sensory activities to enhance student engagement.

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| Involved: AHT, Teachers | Evidence/ outcomes: Lesson observations, Student progress data |

**Safeguarding and Child Protection:**

Take a leadership role in ensuring the welfare and safety of all students and work closely with designated safeguarding leads to address concerns promptly and appropriately. Ensure all staff receive up-to-date safeguarding training and follow reporting protocols.

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| Involved: AHT, DSL, all staff | Evidence/ outcomes: Safeguarding reports, Training records |

**Monitoring EHCP’s based Outcomes:**

Shared oversight of the Development and monitoring of progression booklets, class at a glance summary, target setting and outcomes based on information from individual EHCPs and use assessment data to inform the creation of quantifiable goals and interventions tailored to each student's unique strengths, challenges, and learning style.

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| Involved: EHCP teams and SENCO | Evidence/ outcomes: EHCP reviews, Progress reports |

**Progress Monitoring and Data Analysis:**

Regularly review student progress towards academic, skills-based, and social-emotional goals and use data-driven approaches to refine teaching strategies and interventions, ensuring students make meaningful progress.

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| Involved: Assessment and behaviour leaders  | Evidence/ outcomes: Assessment data, Student tracking reports |

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| **SLT -** Senior Leadership Team | **SLT BL –** Senior Leadership Team Behaviour Lead |
| **MHL -** Trust Mental Health Lead | **CCC –** Children Causing Concern |
| **BW -** Behaviour watch | **SEMH –** Social Emotional Mental Health |
| **BST –** Behaviour Support Team  | **BSP –** Behaviour Support Plan |
| **BSTL –** Behaviour Support Team Lead | **MHST –** Mental Health Support Team |
| **FSW –** Family Support Worker | **CPOMS –** Child Protection Online Management System |