

Job Description: Assistant Headteacher for Inclusion (including SENCo)

Job Title: Assistant Headteacher for Inclusion

Salary: L6 – L10 Outer London

Responsible to: Headteacher

Responsible for: Inclusion Team, including SENCo duties and management of SEN support staff

Working Hours: Full time

Start Date: April 2026

Status: Senior Leadership Team member

JOB DESCRIPTION: ASSISTANT HEADTEACHER

This is a senior post within the school's staffing structure, and the post holder is a key member of the Senior Leadership Team (SLT). The position is non-class based and will focus on SEND and safeguarding.

This job description may be amended at any time following discussions between the Head teacher and member of staff, and will be reviewed annually.

The Assistant Head teacher will work with the Head teacher and senior leadership team and together they will be responsible to the Governors and the LA for effectively leading and managing the school to the highest possible standard.

Profile of Responsibilities

The main task of the Assistant Head teacher is to work with the senior leadership team to assist in creating, maintaining, reviewing and developing an effective teaching and learning environment within the school.

The Assistant Head teacher will have specific responsibility for the following:

- Leading the development of Inclusion ensuring high-quality provision for pupils with SEND, vulnerable pupils, and those with additional needs.
- To fulfil all statutory responsibilities of the Special Educational Needs Coordinator (SENCo) in line with the SEND Code of Practice.
- To lead and manage the inclusion team of support staff, ensuring effective deployment, professional development, and high-quality practice across the school.
- To contribute to the overall leadership and management of the school as a member of the Senior Leadership Team (SLT).
- Playing a key role in working with Governors, parents and other stakeholders. This would include attending Governing Body meetings when required.
- To ensure that every child, regardless of their needs, has access to an ambitious, inclusive and well-adapted curriculum.

Key Responsibilities

1. Strategic Leadership of Inclusion

- Lead on the school's strategic direction for inclusion, ensuring it is central to whole-school development.
- Contribute towards a positive ethos in which all pupils have access to a broad, balanced and relevant curriculum through quality first teaching.
- Support all staff in understanding the needs of inclusion (including EAL, SEN, pupil premium) and ensure that objectives to develop these areas are reflected in the school development plan.
- As the Inclusion Leader, to lead and manage the Inclusion Team.
- To develop interventions and a range of services across the school.
- Contribute to the pupil premium strategy for the school to support strong outcomes for disadvantaged pupils.
- Provide regular reports to the Headteacher, SLT and governors on SEND, inclusion and pupil outcomes.
- Advise the Head teacher, the School Leadership Team and the Governing Body of priorities for expenditure and deployment of staff, and utilise allocated resources with maximum efficiency.
- Ensure compliance with statutory requirements, including the SEND Code of Practice, Equality Act and safeguarding legislation.

2. SENCo Responsibilities

- Have day-to-day responsibility for the coordination of SEND provision to support individual pupils
- Coordinate, supervise and support all staff who work in the SEND team and ensure that they understand the needs of the SEND children with whom they work
- Lead on the identification, assessment and review of pupils with SEND.
- Oversee the EHCP process, including high-quality referrals, annual reviews and parental engagement.
- Develop and review provision maps, intervention programmes and support plans.
- Liaise with staff, parents, external agencies and other schools to co-ordinate their contribution, provide maximum support and ensure continuity of provision.
- Undertake training and CPD to improve and maintain a well-rounded knowledge of SEND provision to ensure duties can be effectively performed

3. Pastoral

- Ensure high standards of physical and emotional care are maintained for all children.
- Ensure the implementation of the school's trauma informed behaviour management policy to promote positive behaviour and good relationships in the school.

- To provide advice and support to parents about their child's development, promoting a close relationship between home and school.
- Maintain good relationships with all staff, being aware of their needs, developing their confidence and creating a supportive working environment.

4. Leading and Managing Staff

- Line manage inclusion staff.
- Oversee staff deployment, performance appraisal and professional development.
- Provide coaching and mentoring to ensure high-quality support and intervention.
- Lead training for teachers and support staff to improve expertise in SEND and inclusive teaching strategies.
- Lead in the development of teamwork, mutual support and collaboration with colleagues and the continuing motivation of staff.

5. Whole-School Leadership

- Assist and support the Head teacher in promoting the ethos, aims policies and objectives of the school.
- Lead the school in successful implementation of specific new initiatives in education.
- Participate in the selection and appointment of the teaching and non-teaching staff of the school.
- To attend and play an active part in meetings of the Leadership Group and Management Team.
- Take an active part in leading staff professional development.
- Deputise for the Headteacher as required.
- Manage the delegated budget for SEND maintain and develop resources, co-ordinate their deployment and monitor their effectiveness in meeting the objectives of school policies.

Other

- Take on any additional responsibilities which might from time to time be determined by the Head teacher or Governing Body.

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Knowledge and experience	Desirable/ Essential
LEADERSHIP	
UK Qualified Teacher Status	E
Extensive experience of working with children across the primary age range	E
Successful experience as a SENCo, Inclusion Lead, or senior/middle leader.	E
Able to work collaboratively to develop, communicate and deliver a strong and inclusive vision for the school in its community	E
A good understanding of the principles behind school improvement, including the school improvement planning, monitoring and reviewing progress.	E
Able to analyse and use school performance data to set targets and raise standards	D
Able to identify individual staff members' strengths and how those strengths are best placed in school and within roles,	E
Previous experience of effective use of performance appraisal to improve the quality of teaching and learning across the school	D
Able to lead by example, motivate others and manage change	E
Experience of leading whole school CPD	
Previous experience of working in a Designated Safeguarding team	D
SENCO	
National Professional Qualification for SENCOs qualification or willingness to gain the qualification	E
Extensive knowledge and experience of working with and supporting children with additional needs	E
Recent experience as a SENDCO/Inclusion Leader	D
A genuine commitment to inclusion and equality for all children	E
QUALITIES	
An effective and skilled communicator, orally and in writing, who can present and produce information for a variety of audiences	E
Confident in building relationships with children, staff, parents/carers, governors and other stakeholders and promoting the school externally	E

Resilience; able to handle difficult and stressful situations with calmness and sensitivity	E
Personal integrity and honesty	E
The ability to sustain a demanding workload, prioritise and meet deadlines.	E
The ability to maintain confidentiality and professionalism at all times	E