



JOB DESCRIPTION

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| Job Title: | Assistant Headteacher: Lead on Inclusion & Belonging |
| Responsible to: | Headteacher |
| Pay Band: | L14-17 |
| Teaching responsibility: | 20 periods per fortnight. |
| Closing date: | 8am 5th April 2026 |
| Interviews: | 21st and 22nd April 2026 |

At Horsforth School we are seeking an exceptional and passionate Assistant Headteacher: Inclusion and Belonging to lead and champion our whole-school inclusion agenda. This is a key strategic leadership role focused on ensuring that every student, regardless of need or barrier, can access an outstanding education and reach their full potential. This role offers the opportunity to shape whole-school strategy, lead high-impact staff development, and ensure our provision for vulnerable learners continues to be of the highest standard. It offers a rare opportunity to make a profound impact across the whole school.

Whilst you will line manage the SENDCo, you do not need to be a SEND specialist yourself; instead, we are looking for a leader with the vision, drive and emotional intelligence to champion inclusive practice, drive high standards and expectations and shape provision around the strengths you bring.

The successful candidate will work closely with the SENDCo, the Pastoral Team and senior leaders to design, implement and evaluate whole-school strategies for Vulnerable Learners and inclusion. The strategic oversight of the educational provision for all Vulnerable Learners is encompassed within this role. They will lead on building a collaborative team that supports teachers in removing barriers to learning and improving outcomes for all students.

This role combines strategic leadership with a strong commitment to high-quality teaching and learning. The Assistant Headteacher will support staff development, use data to drive improvement, oversee provision for Vulnerable Learners, and work closely with parents, external agencies and staff to ensure provision is effective, consistent and impactful.

Key Responsibilities

- Provide strategic leadership for Inclusion and ensure high standards and expectations for all Vulnerable Learners.
- Lead the development of high-quality adaptive teaching and inclusive practice across all curriculum areas.
- Oversee interventions, monitor their impact, and support the achievement of all Vulnerable Learners.
- Line manage the SENDCo and other leaders ensuring a robust graduated response.
- Drive effective use of SEND, pupil premium and external funding to secure maximum impact.
- Produce clear and high-quality reports for Trustees, Ofsted, and external partners.
- Lead, develop and evaluate staff CPD on SEND, inclusion and behaviour for learning.
- Ensure robust quality assurance systems including learning walks, book studies, case reviews and data analysis.
- Be a highly visible and positive presence around school, modelling inclusive values and behaviour.

Additional leadership responsibilities may be assigned in line with the successful candidate's individual skills, experience and areas of expertise.

General Role and Characteristics of Leadership Team Members

Leadership Team members are strategic leaders with whole-school responsibilities, operating beyond the standard 1265 hours. They are expected to model professionalism, drive improvement, and contribute to a collaborative leadership culture.

Core Responsibilities

- Demonstrate strong teamwork and collegiality.
- Be highly effective practitioners (where applicable) with a teaching load aligned to role expectations.
- Drive high standards of student progress, behaviour, and staff expectations.
- Monitor and improve the quality of teaching and learning.
- Maintain a visible presence across the school, reinforcing ethos and standards.
- Act as professional role models, providing clear leadership and support.
- Contribute to policy development, implementation, and review.
- Lead on School Improvement Plan priorities and performance management.
- Line manage staff and support their development.
- Work closely with trustees and represent the school positively to the wider community.
- Undertake link roles to support curriculum areas and year teams.
- Operate collaboratively, supporting colleagues as part of a cohesive leadership team.

Leadership Skills

- Lead and manage people effectively towards shared goals.
- Plan, prioritise, and manage change.
- Delegate, monitor, and evaluate work.
- Build and sustain high-performing teams.
- Motivate and inspire staff, students, and the wider community.
- Address challenges sensitively and resolve conflict.

Decision-Making and Communication

- Use data and evidence to inform decisions.
- Apply sound judgement and problem-solving skills.
- Communicate clearly with a range of audiences.
- Chair meetings and manage effective communication systems.

Self-Management

- Manage time and workload effectively.
- Work under pressure and meet deadlines.
- Take responsibility for ongoing professional development.

Key Attributes

- Integrity, reliability, and professionalism.
- Confidence, adaptability, and resilience.
- Energy, enthusiasm, and commitment.
- Strong interpersonal presence and intellectual capability.

Key Areas of Leadership

Leading and Managing Staff

- Motivate, support, and challenge staff to improve outcomes.
- Ensure effective performance management and professional development.
- Build strong working relationships and high-performing teams.

Deployment of Resources

- Deploy staff and resources effectively to meet strategic priorities.
- Ensure value for money and compliance with health and safety requirements.

Accountability

- Be accountable to trustees, parents, and the wider community.
- Provide clear and accurate reporting on school performance.
- Ensure stakeholders are well informed and engaged in school improvement.

Any Special Conditions of Service:

No smoking policy.

This job description is not necessarily a comprehensive definition of the post, you may be asked to additional duties not listed above but that are appropriate to the role. It will be reviewed from time to time and may be subject to modification or amendment