



Assistant Head Teacher - Inclusion



Sandhurst Primary School
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London
SE6 1NW



Lewisham

Welcome

Thank you for your interest in the role of Assistant Headteacher (Inclusion) at Sandhurst Primary School. At the heart of our school is a strong belief that children thrive when they feel known, valued and cared for. We place relationships and kindness at the centre of everything we do, whether that be between pupils and staff, with families, or across our wider community.

Sandhurst is a school where children are known well, where families are welcomed openly, and where staff work hard to support one another as a team. We believe that when people feel valued and cared for, they do their very best work.

This role comes at a particularly exciting time for Sandhurst. With a newly appointed Headteacher, the school is entering a new chapter of its journey. We are looking for an Assistant Headteacher who is passionate about inclusion and eager to lead provision that supports pupils with a broad range of educational needs to succeed both academically and personally.

As Assistant Headteacher (Inclusion), you would play a key role in nurturing relationships, modelling kindness in leadership, and helping every child and adult in our school to flourish. We warmly welcome applications from candidates who share our commitment to relational leadership, teamwork and a school culture where everyone belongs and has fun!

If you are someone who leads with kindness, believes deeply in the potential of every child and adult, and is excited by the idea of building something special together, we would love to hear from you.



Why Join Sandhurst Primary School?

Be part of an exciting new chapter

Sandhurst Primary School is at a pivotal and exciting point in its journey. With a newly appointed Headteacher, this is a genuine opportunity to help shape the future direction of the school. As Assistant Headteacher, you will not be stepping into a fixed mould but will be working in close partnership with the Head and Deputy to refine and lead the next phase of Sandhurst's development together.

Lead with relationships and kindness

At Sandhurst, we believe that strong relationships are the foundation of everything. Children learn best when they feel safe, known and valued. The same is true of adults who thrive in the same conditions. Our approach to leadership, behaviour and wellbeing is rooted in kindness, consistency and high expectations, and we are proud of the respectful, inclusive culture this creates.

Work in a school that values people

We care deeply about our staff. Professional development, wellbeing and mutual support are taken seriously, and collaboration is at the heart of how we work. You will be joining a team that is committed, reflective and generous with their expertise, as well as built on trust, honesty and shared purpose.



Make a real difference

This role offers the chance to have genuine impact on inclusion, on school culture, and on the lived experiences of children and families. You will be empowered to lead, to innovate and to contribute meaningfully to whole-school improvement in a diverse, vibrant community.

Bring your whole self to leadership

Sandhurst is a place where professionalism and joy sit comfortably side by side. We believe leadership should be human and visible, and that warmth, humour and authenticity matter. If you value smiling and are comfortable to be yourself, you may well feel at home here.

Job Description

Responsible for

- SEND provision across the school
- Inclusion strategy and practice
- SEND support staff, including teaching assistants where appropriate
- Attendance, pastoral and vulnerable pupil provision (where applicable)
- EHCP processes and annual reviews
- Monitoring provision for disadvantaged and vulnerable groups

Job Purpose

To provide strategic leadership for inclusion, ensuring that all pupils, particularly those with Special Educational Needs and Disabilities (SEND), can achieve their full potential. As a member of the Senior Leadership Team (SLT), the Assistant Headteacher for Inclusion will lead the school's inclusive ethos, oversee SEND provision, ensure statutory compliance, and contribute to whole-school improvement.

The postholder will hold the National Award for SEN Coordination (or equivalent mandatory SENDCo qualification) and fulfil the statutory duties of the SENDCo.

Key Responsibilities

Strategic Leadership

- Contribute to the strategic leadership and management of the school as a member of the Senior Leadership Team.
- Lead the development, implementation and evaluation of the school's inclusion strategy.
- Promote a culture of high expectations and achievement for all pupils.
- Contribute to school self-evaluation and improvement planning.
- Support the Headteacher in driving school improvement priorities.

SEND Leadership

- Fulfil the statutory responsibilities of the SENDCo in accordance with the SEND Code of Practice.
- Oversee the identification, assessment and monitoring of pupils with SEND.
- Maintain and monitor the SEND register.
- Coordinate provision for pupils with SEND and evaluate its effectiveness.
- Ensure high-quality provision maps and support plans are in place.
- Lead annual reviews and statutory processes for pupils with Education, Health and Care Plans (EHCPs).

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- Work collaboratively with external agencies, including Educational Psychologists, health professionals and local authority services.
 - Advise and support staff on adaptive teaching and inclusive practice.

Inclusion and Vulnerable Pupils

- Lead provision for vulnerable groups, including disadvantaged pupils and those with additional needs.
- Monitor the progress, attendance and wellbeing of vulnerable learners.
- Promote equality, diversity and inclusion throughout the school.
- Ensure barriers to learning are identified and addressed effectively.

Teaching and Learning

- Model outstanding classroom practice.
- Support teachers in delivering high-quality adaptive teaching.
- Monitor the quality of teaching and learning for pupils with SEND.
- Use assessment information to identify trends and improve outcomes.
- Deliver professional development and coaching for staff.

Staff Leadership and Management

- Line manage designated staff and teams.
- Support the recruitment, induction and development of support staff.
- Conduct performance management reviews as directed by the Headteacher.
- Build staff capacity in inclusive teaching and SEND practice.

Safeguarding and Welfare

- Promote and safeguard the welfare of all pupils.
- Work closely with safeguarding leads to support vulnerable children and families.
- Ensure statutory responsibilities relating to SEND and safeguarding are met.

Partnerships with Parents and Carers

- Develop positive relationships with parents and carers.
- Ensure effective communication regarding pupils' needs and progress.
- Support families through statutory assessment and review processes.

General Responsibilities

- Undertake teaching duties as agreed with the Headteacher.
- Attend meetings, training and professional development activities.
- Undertake any other duties commensurate with the grade and nature of the post.

Person Specification

Essential Criteria

- Qualified Teacher Status (QTS).
- Hold the National Award for SEN Coordination (NASENCO) or equivalent mandatory SENDCo qualification.
- Successful experience as a teacher within a primary school setting, with evidence of securing strong outcomes for pupils.
- Significant experience of leading and managing SEND provision, including the identification, assessment, monitoring and review of pupils with a wide range of special educational needs and disabilities.
- Thorough knowledge and understanding of the SEND Code of Practice, relevant SEND legislation and statutory requirements.
- Experience of coordinating Education, Health and Care Plan (EHCP) processes, including applications, annual reviews and liaison with external agencies.
- Demonstrable commitment to inclusion, equality of opportunity and high aspirations for all children, particularly those with SEND and other vulnerabilities.
- Strong understanding of effective adaptive teaching, high-quality first teaching and evidence-based interventions that support pupils with additional needs to achieve their potential.
- Ability to monitor, evaluate and improve the quality of provision for pupils with SEND through the effective use of data, observation and professional dialogue.
- Experience of leading, supporting and developing colleagues through coaching, mentoring, professional development and performance management.
- Excellent communication and interpersonal skills, with the ability to build positive and productive relationships with pupils, staff, parents, governors and external professionals.
- Ability to contribute strategically as a member of the Senior Leadership Team and support whole-school improvement.
- Strong organisational skills, with the ability to manage multiple priorities, meet statutory deadlines and maintain accurate records.
- Commitment to safeguarding and promoting the welfare of children and young people.
- Resilient, reflective and solution-focused, with the ability to lead change and maintain a positive and inclusive culture.

Desirable Criteria

- Additional qualifications in SEND, inclusion, leadership or related fields.
- National Professional Qualification (NPQ) or other recognised leadership qualification.
- Experience of serving as a member of a Senior Leadership Team.
- Experience of leading whole-school improvement initiatives and contributing to strategic school development planning.
- Experience of leading wider inclusion responsibilities, such as disadvantaged pupils, attendance, behaviour, pastoral support, mental health and wellbeing.
- Experience of line managing larger teams, including teaching assistants and inclusion support staff.

- Experience of designing and delivering high-quality professional development for staff.
- Knowledge and understanding of trauma-informed practice, relational approaches and strategies to support pupils with social, emotional and mental health needs.
- Experience of working effectively with a broad range of external agencies, including educational psychologists, health professionals and local authority services.
- Experience of supporting school improvement through evidence-informed practice, research and innovation.
- A commitment to continuing professional development and staying informed about current developments in SEND, inclusion and educational leadership.

