

Assistant Headteacher / SENCO job description

This job description outlines the requirements and specification of the ideal candidate for the role of assistant headteacher.

The assistant headteacher plays an important role in supporting the headteacher with the overall management of staff and pupils in a school. The role and responsibilities will vary depending on each school; however, there are a number of common duties that an assistant headteacher will be required to carry out.

This job description outlines the key duties associated with the role of an assistant headteacher – schools may wish to add role-specific and school-specific criteria to this job description and person specification throughout.

Schools are required to consult with various parties, including recognised unions, when adopting and changing job descriptions. When using TheSchoolBus job descriptions as a foundation for your final document, you must ensure it meets the expectations of your stakeholders.

Assistant headteacher job description

Employment details	
Job title	Assistant Headteacher / SENCO
Reports to	Headteacher
Hours of work	Full Time / Permanent
Salary (Leadership point 5 to point 9)	£48,895 to £53,973

General duties

- Be an active member of the SLT and assist the headteacher in leading the school.
- Be able to undertake with confidence the usual responsibilities of a class teacher, should it be needed.
- Take lead responsibility for ensuring that pupils' personal, emotional and academic needs are prioritised by providing strategic leadership across the school.
- Contribute to a safe and welcoming learning environment for pupils, particularly for those who may be vulnerable.
- General duties
- Have overall responsibility for determining the strategic development of SEND policy and provision in the school.
- Have day-to-day responsibility for the coordination of SEND provision to support individual pupils.
- Where a looked after child has SEND, ensure effective communication with the relevant designated teacher.
- Advise on the graduated approach to providing SEND support.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Liaise with the parents of pupils with SEND.
- Liaise with early years providers (where required), other schools, educational psychologists, health and social care professionals and other bodies with regards to SEND provision.
- Be the key point of contact with external agencies, particularly the LA and its support services, and ensure that these links are actively promoted.
- Liaise with potential next providers of education to ensure pupils and their parents are informed about their options, and that a smooth transition is planned.
- Work with the headteacher and the governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regards to reasonable adjustments and access arrangements.

- Ensure the school keeps an accurate record of all pupils with SEND and that this remains up-to-date.
- Undertake training and CPD to improve and maintain a well-rounded knowledge of SEND provision to ensure duties can be effectively performed.
- Ensure the specific requirements of pupils with SEND are understood and support measures are implemented effectively.
- Have a sound knowledge of how relevant legislation, including the 'SEND Code of Practice: 0 to 25 years', impacts the school's SEND provision.
- Understand how the needs of pupils with SEND change as they get older.
- Participate in the implementation of EHC plans with parents of pupils with SEND, monitoring their impact and making any necessary adjustments to ensure pupils make progress.

Teaching and learning

- Liaise with the headteacher to ensure an appropriate, broad, high-quality and cost-effective curriculum is delivered to pupils with SEND.
- Keep up-to-date with local and national developments in teaching pupils with SEND and communicate these to all members of staff.
- Monitor teaching and learning activities to ensure that they meet the specific needs of pupils with SEND.

Leadership and management of subject areas and phase

- Take responsibility for teaching staff and curriculum support staff.
- Lead on providing effective and strong support for all pupils, developing strategies to raise the self-esteem and aspirations of learners, and on agreed whole-school responsibilities.
- Implement and review the curriculum and its assessment alongside the school leadership team.
- Monitor, evaluate and review the effectiveness of curriculum policies.
- Liaise with phase leaders to monitor and evaluate the quality of teaching and standards of learning and achievement for all pupils, including those with additional learning needs and SEND.
- Ensure that parents, pupils and other relevant individuals are well-informed about pupil attainment and progress.
- Lead processes for identifying and supporting vulnerable learners and those with SEND, ensuring the availability and implementation of appropriate support and intervention.
- Ensure curriculum and KS arrangements maximise pupils access, choice and opportunities, and teaching and learning strategies are adapted to support pupils where necessary.
- Coordinate and support the full SEND team.
- Support staff members to understand the needs of pupils with SEND.

- Promote a safe and secure learning environment for pupils with SEND, and action improvement plans where necessary.
- Provide professional guidance to staff to secure good quality teaching for pupils with SEND.
- Guide staff in recognising and fulfilling their responsibilities to support pupils with SEND.
- Contribute to the performance management process of any SEND teachers, learning support staff and TAs.
- Act as a point of contact and offer advice to staff seeking to learn more about, or develop skills relating to, SEND.
- Ensure the school's SEND provision is inclusive at all levels.
- Contribute to curriculum planning to ensure that it reflects the needs of pupils with SEND.
- Help to cater for the needs of pupils with SEND by contributing to the effective deployment of learning support staff.
- Contribute to the creation of an effective SDP which appropriately considers the needs of pupils with SEND.
- Ensure that learning support staff are supervised effectively.

Accountability

- Assist the Board of Trustees in its responsibility to monitor the school's performance.
- Collaborate with the headteacher to manage performance and be responsible for the overall performance of school staff.
- Support staff to be accountable for their own performance and develop approaches to review and evaluation.
- Make use of attainment data to set challenging yet realistic targets for pupils and analyse the outcomes of groups of pupils as well as individual pupils.
- Maintain and present accounts of the school performance to the school's stakeholders.
- Ensure all managers' performance is up to standard and seek ways to develop management and leadership skills.
- Be accountable for having a strong awareness of the school's policies and procedures.
- Promote the safeguarding of all pupils in accordance with the school's Child Protection and Safeguarding Policy.
- Report any safeguarding concerns to the DSL without delay.

Additional duties

- Undertake additional duties as reasonably expected under the direction of the headteacher.

- Play a key part in promoting pupil wellbeing.
- Communicate with pupils and parents and listen to any concerns.
- Lead training and support for staff members to enhance their performance.
- Analyse data on attainment, attendance, behaviour, exclusions and wellbeing to inform future improvement.
- Contribute to leadership meetings by reporting on the effectiveness of SEND provision and sharing information with the key stakeholders.
- Ensure staff are aware of developments with regards to SEND provision and policy in their identified areas of responsibility.
- Talk to pupils with SEND and listen to their feedback, with a view to developing a more effective support system.
- Develop and maintain effective relationships with parents, colleagues, the governing board and the local community.
- Develop and maintain links with the LA advisory and support services.
- Ensure that the school's administrative work for SEND is effectively completed.
- Work with teachers to set challenging targets for raising achievement amongst pupils with SEND.

Assistant headteacher person specification

Qualifications and training	
Essential	Desirable
<ul style="list-style-type: none"> • Qualified teacher status • 2:1 or above degree in subject area or a relevant subject • Have taught at KS1 and KS2 for at least five years. • Some experience working as or alongside a school SENCO. • A commitment to achieve a National Award in Special Educational Needs within three years of appointment if having less than 12 months experience. 	<ul style="list-style-type: none"> • Post-graduate qualification • Relevant safeguarding and child protection training undertaken and a willingness to update training regularly. • Have achieved a National Award in Special Educational Needs Coordination.
Skills and experience	
Essential	Desirable
<ul style="list-style-type: none"> • Lead, monitor and review curriculum areas across a KS • Work effectively with vulnerable pupils • Liaise with a range of agencies and professionals to support pupils as well as working closely with the LA • Effective communication with parents • Experience of working with pupils with SEND, and pupils with emotional and behavioural difficulties. • Experience working alongside an SLT to develop the quality of the curriculum and learning activities. • Experience co-ordinating provision for children with SEND. • Sound knowledge of the SEND Code of Practice and its application. • Sound knowledge of the graduated approach to providing SEN support. 	<ul style="list-style-type: none"> • Have contacts with relevant external agencies • Experience liaising with a range of people, agencies, and professionals including, the parents of pupils, the LA and other providers. • Demonstrate a greater understanding of how pupils with SEND develop. • Demonstrate a sound understanding of SEND funding on offer. • Experience in making reasonable adjustments and access arrangements for pupils with SEND. • Understanding of SEND funding streams how they are accessed monitored and reviewed.

<ul style="list-style-type: none"> • Experience of behaviour management techniques for groups and individuals with SEND. • A good understanding of the principles of school improvement. • Experience working effectively with colleagues to improve classroom practice. • Experience utilising and analysing effective assessment systems and recording and maintaining pupil records. 	
Knowledge	
Essential	Desirable
<ul style="list-style-type: none"> • Demonstrate a clear understanding of subject areas across the primary phase. • Show an understanding of relevant legislation and educational developments • Demonstrate different teaching methods and how teaching should be adapted to cater for pupils' different needs • Demonstrate effective intervention strategies to improve the quality of teaching and learning • Show how resources can be managed and developed effectively • Demonstrate knowledge of the 'levels of intervention' framework • Demonstrate a sound knowledge of 'Keeping children safe in education' 	<ul style="list-style-type: none"> • Strong understanding school guidance and legislation

Personal traits

The successful candidate will be

- A good communicator.
- Able to manage performance with sensitivity and understanding.
- Able to use their own initiative.
- Able to work well as an individual and as part of a team.
- Able to motivate themselves and those around them.
- Approachable, empathetic and personable.
- A commitment to equal opportunities and empowering others.
- Excellent communication skills, both written and verbal.
- Excellent time management and organisation skills.
- An ability to manage and prioritise a demanding workload, and that of others.
- A flexible approach towards working practices.
- The ability to work as both part of a team and independently.
- An ability to work with pupils and their families in a sensitive and positive way.
- An ability to establish and maintain professional working relationships.
- High levels of drive, energy and integrity.
- Demonstrable leadership qualities, e.g. assertiveness, confidence, resilience.
- An ability to model good practice and engage in self-reflection.
- A commitment to improve current skills and demonstrate a willingness to develop further.
- A commitment to contributing to the wider school community.
- Flexible, reliable, enthusiastic and patient.
- Inspiring and influential.
- Able to take control, lead and manage situations.
- Consistent in modelling good practice and behaviour.