



### Assistant Headteacher: SEND, Nurture & Inclusion

Leadership Range 1-4

Start Date: 1 September 2025

#### Core Purpose of the Post

To provide strategic leadership for the development and improvement of SEND across Little Heaton CE Primary School, within the Cranmer Education Trust's ethos of *Achievement for All*. The postholder will ensure that every child achieves their full potential through the creation of a high-quality, knowledge-rich curriculum that is ambitious and accessible to all learners. They will play a key role in embedding inclusive pedagogy, promoting the care and welfare of children, and ensuring the school's SEND provision is compliant, effective, and aspirational.

The Assistant Headteacher will be the school's qualified SENDCO and will work closely with the Headteacher and Deputy Headteacher to form a cohesive, visible, and proactive leadership team. The postholder will be expected to contribute to whole-school leadership and improvement, lead the provision and progress of pupils with SEND, and be a role model of inclusive practice. They may also contribute to Trust-wide SEND developments where appropriate.

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#### Job Purpose

1. Lead the strategic development of SEND across the school, driving continuous improvement in the quality of provision and outcomes for pupils with SEND.
2. Be responsible for the effective operation of the school's SEND policy, including timely identification, accurate record keeping, and working in partnership with families and external agencies.
3. Ensure that all children with identified and/or suspected SEND are appropriately assessed, with high-quality personalised plans in place and reviewed regularly.
4. Oversee the implementation and monitoring of SEND support plans, ensuring that class teachers and support staff understand and apply them in everyday practice.
5. Ensure that the school meets its legal and statutory responsibilities for pupils with SEND, including the SEND Code of Practice and equality legislation.
6. Line manage, support, and appraise a team of Teaching Assistants and support staff, ensuring their work contributes meaningfully to pupil progress.
7. Maintain a teaching commitment of up to 0.5 and be a visible, outstanding practitioner who models inclusive, evidence-informed teaching that supports all learners.
8. Be an integral member of the Senior Leadership Team, contributing to all aspects of school leadership, culture, and strategy.

## Key Responsibilities

### Strategic Leadership of SEND

1. Promote the Cranmer Education Trust's vision of *Ambition, Excellence and Community*.
2. Be a visible role model of the school's values, including its Christian ethos, and promote inclusion, equity, and a sense of belonging across the school.
3. Lead and embed the school's strategic vision for SEND within the School Improvement Plan, securing high-quality provision and improving outcomes.
4. Contribute to the design and delivery of an ambitious, broad, and responsive curriculum that meets the needs of all learners, including those with SEND.
5. Embed a consistent whole-school approach to inclusive teaching and learning, working with the Headteacher and Deputy to ensure all children can 'know more and remember more'.
6. Lead the development of robust assessment systems that inform staff, pupils, and families of progress and support evidence-based intervention.
7. Ensure that the approaches to English, Maths, and the wider curriculum are aligned to support inclusive learning and access for all pupils.
8. Build capacity among teaching and support staff through high-quality CPD, coaching and modelling, ensuring strong classroom provision for pupils with SEND.
9. Ensure effective project management of SEND-related initiatives and priorities, managing deadlines, supporting colleagues, and evaluating impact.
10. Lead and participate in monitoring, review and evaluation activities in relation to SEND and other linked school priorities.
11. Keep up to date with national policy, research, and developments in SEND, pedagogy, and school improvement.
12. Contribute to the development and delivery of the School Improvement Plan, with responsibility for SEND and other designated areas.

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### Staff Management and Development

1. Contribute to the leadership of an effective CPD programme for all staff, including ECTs, TAs, and subject leaders, tailored to the needs of an inclusive school.
2. Lead and deliver training for staff on areas of SEND and inclusive practice, ensuring measurable improvements in classroom provision and outcomes.
3. Line manage and develop members of the support staff team, providing mentoring, coaching, and performance management.



4. Promote a culture of reflection and growth, empowering others to improve through evidence-informed practice.
  5. Quality assure SEND provision and teaching, identifying needs and responding to them in a structured, strategic way.
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### Specific Responsibilities

1. Named SENDCO for the school, including oversight of the SEND register, EHCPs, Support Plans, and provision mapping.
  2. Lead for *Achievement for All*, promoting high expectations, inclusion, and engagement for all children.
  3. Line management and appraisal of members of the learning support team.
  4. Lead on staff training and development linked to SEND and inclusive practice.
  5. Member of the school's Core Safeguarding Team as a Deputy Designated Safeguarding Lead (DDSL).
  6. Initially based in the nurture classroom but teaching responsibility in the future dependent upon circumstances.
  7. Development of area for children with SEMH needs in school.
  8. Curriculum oversight for a small number of subjects, working with subject leads to drive improvement.
  9. Collaborative working with the Headteacher and Deputy to ensure high-quality teaching, learning and assessment for all pupils.
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### Generic Responsibilities

1. Lead or support whole-school and Key Stage assemblies.
2. Participate in school duties as required.
3. Support and model a calm, consistent behaviour culture rooted in restorative practice and high expectations.
4. Be evidence-informed in all aspects of leadership, drawing on research and best practice to drive improvements.
5. Work closely with the Cranmer Education Trust, and collaborate with other leaders across its family of schools.
6. Promote policies and practices that reflect the school's ethos in every area of its work.



7. Contribute to school marketing and liaison work, including social media, newsletters, and parent engagement.
8. Promote and uphold equal opportunities for all pupils, and ensure the school is ambitious for every child, including those with SEND.
9. Build strong relationships with parents/carers, supporting them to engage meaningfully with their child's education.
10. Teach a small timetable and remain highly visible in day-to-day school life.
11. Undertake any other duties reasonably required of an Assistant Headteacher.

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**This post is subject to an enhanced DBS disclosure check through the Disclosure & Barring Service.**

This job description is a guide to the duties required and should be read in conjunction with the accompanying person specification

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In your application form please demonstrate how you meet these criteria.

Do not include a curriculum vitae.

<b>Person Specification – Assistant Headteacher (SENDCO and Achievement for All lead)</b>	<b>Essential or Desirable</b>	<b>How identified Application (A) / Interview (I)</b>
<b>Educational Qualifications</b>		
Good honours degree	E	A
National Coordinator Award for SEN / NPQ SEND	D	A
Qualified Teacher Status	E	A
Evidence of further professional study – Masters’ Degree, NPQSL, etc.	D	A
<b>Professional Experience and Knowledge</b>		
Experience of leading whole-school provision and improvement at Assistant Head / Middle Leadership level (quality, sustained impact and learning are considered more important than number of years’ experience)	E	A/I
Evidence of outstanding leadership, vision, drive and impact, in particular: a. Developing and leading the implementation of strategies to secure whole school improvement for curriculum and pedagogy b. Successful and structured delivery of outstanding achievement and attainment c. Leadership and management of effective staff development with impact	E	A/I
Understanding of evidence informed pedagogies around how students learn, literacy/reading and effective systems of assessment that can be used across curriculum areas	E	A/I
Awareness and understanding of relevant legislation, including the SEN Code of Practice and assessment procedures	E	A/I
Training to enable staff effectively to support pupils with SEN	D	A/I
Experience of working with pupils with severe and complex needs in the areas of Autism and/or SEMH	E	A/I
Knowledge and understanding of access arrangements at KS2	D	A/I
Proven track record of raising achievement for pupils with learning difficulties	E	A/I/R
Ability to analyse data and implement strategies and interventions for positive impact	D	A/I
<b>Professional Skills</b>		
Hold and articulate clear values and moral purpose, focused on excellent educational provision for the young people we serve	E	A/I
High level communication skills, ability to build relationships, bring people with you, keep people informed and hold them to account	E	A /I
The ability to learn quickly, assimilate ideas, generate understanding, be challenged and be flexible	E	A /I
The ability to lead, manage, influence and challenge others	E	A /I



The ability to mentor, teach and motivate professionals to achieve individual and collective targets	E	A/I
Evidence of having used data to bring about real, impactful improvement	E	A/I
<b>Personal Qualities</b>		
Comfortable with a rapidly changing organisational structure	E	I
Unwavering commitment for the best possible provision for young people	E	A/I
Emotional intelligence and self-awareness	E	I
A team player and networker who collaborates with, involves, and informs others and who can shape discussion, negotiate and influence	E	A/I
Management ability and experience, evidenced understanding of how to pull ideas through into practical impact and take others with you	E	A/I
Understanding of change management and evidence of having successfully managed change within an organisation	E	A/I
Creativity born of research and imagination and the synthesis of ideas	E	I
High level analytical skills	E	A/I
Excellent interpersonal skills	E	A/I
Excellent ability to communicate verbally and write coherent reports for a range of stakeholders including governors and external agencies	E	A/I
Excellent time management and prioritisation skills and flexibility	E	A/I
The ability to be positive in the face of challenges and adversity	E	I
Pragmatism and perspective	E	I
Presence and credibility	E	I
Personal resilience, persistence and perseverance with pupils, staff, parents, and governors.	E	I
<b>Ethos</b>		
Ability to support, uphold and model the ethos of the school within our evolving school community	E	A/I
The ability and willingness to lead assemblies and reflection with integrity.	E	A/I
<b>Safeguarding</b>		
Displays commitment to the protection and safeguarding of children and young people	E	A/I
<b>Personal circumstances</b>		
Senior leadership posts at this level require a significant commitment beyond the school day, and term time. Assistant Headteachers may be required to attend and contribute to governor meetings; they attend after school events on a regular basis and plan for the next school year.		

N.B any candidate with a disability who meets the essential criteria will be guaranteed an interview