

Assistant Headteacher: SENDCO and Achievement for All lead

Leadership Range 1-5 (£49,781 - £54,939)

Start Date: 22nd April 2025 (or sooner if available)

Core purpose of the post

To lead on the strategic development and improvement of SEND, within the Trust's ethos of Achievement for All, ensuring that every child achieves their full potential through the development of an ambitious, sequentially planned knowledge rich curriculum, engaging learning environments for all pupils; and by promoting the care and welfare of all children.

The Assistant Headteacher of Mayfield Primary School will be the school's SENDCO and Achievement for All lead and play a key role in the leadership and management of the school and in the development of the Cranmer Education Trust as a family of schools. The Assistant Headteacher leading SEND will work closely with the Executive Headteacher (Mayfield and East Crompton St George's), two Deputy Headteachers (Pastoral and Quality of Education), the Assistant Headteacher (Quality of Education and Care in EYFS and KS1), two members of SLT and the Executive Business Manager, within a newly formed Senior Leadership structure. The new Assistant Headteacher leading SEND and Achievement for All, may be tasked with working beyond Mayfield to support and advise others within our family of schools, where appropriate.

The Assistant Head is accountable to the Executive Headteacher and is required to support all aspects of internal organisation, professional leadership, management, and operation of the school; particularly in relation to SEND and Achievement for All.

Job purpose

1. Be responsible for the effective operation of SEND policy within Mayfield including the accuracy and timely record keeping and working with parents / carers and external agencies.
2. Ensure the proper diagnosis of all children with identified and/or suspected SEND and develop and review appropriate plans and personalised learning programmes to meet the children's needs.
3. Oversee all plans for children with SEND and monitor their use in lessons.
4. Ensure that the school meets the legal, statutory and accountability requirements for pupils with SEND.
5. Lead, manage, develop and appraise part of the learning support team of Teaching Assistants.
6. Be an outstanding practitioner, responsible for the learning and achievement of all pupils with SEND, acting within the statutory frameworks that set out professional duties and responsibilities and the duties outlined in the current School Teachers Pay and Conditions Document and Teacher Standards.
7. Be an effective class teacher (0.4 in class / 0.1 PPA / 0.5 SENDCO).
8. Be a proactive member of the school's Senior Leadership Team.
9. Provide additional SEND leadership capacity within the Trust.

KEY RESPONSIBILITIES:

Strategic leadership of SEND and Achievement for All

1. To contribute actively and substantially to building, communicating, and implementing the Trust's vision of 'Ambition, Excellence and Community' and the school's commitment to all young people to 'Learn from yesterday. Live for today. Hope for tomorrow'.
2. To actively model and promote the values, vision and ethos of our community school which serves an area of significant disadvantage, supporting the Christian ethos of the Trust.
3. To inspire, challenge and empower all members of the school community to play their part in achieving that vision and becoming the best they can be and the best they are meant to be.
4. To lead the planning, development, and implementation of key areas of the school's development and improvement plan around SEND and Achievement for All as SENDCO.
5. To lead on-going improvements in SEND, securing high-quality provision and consistency, and rapidly improving outcomes.
6. To lead the implementation of an aspirational, broad, balanced, relevant, and responsive curriculum, specifically those with SEND, in conjunction with the Deputy Headteacher and Assistant Headteacher responsible for Quality of Education.
7. To lead on embedding the consistent pedagogy and language around teaching and learning in relation to SEND, enabling pupils to know, understand and remember more.
8. To lead on the development of meaningful assessment that informs pupils, staff and parents / carers of what pupils know, understand, and can do.
9. To work with other post holders to ensure the school's approach to English and Maths are strategically aligned and embedded across curriculum areas.
10. To build capacity within the staff of the school to deliver and sustain the highest quality of provision and achievement for pupils with SEND.
11. To be accountable for effective project management of deadlines, engaging staff, delegating, holding areas accountable and securing resource to deliver the highest quality outcomes.
12. To be accountable for the continuing effective work of all staff for whom the post holder has responsibility, line-managing, training, mentoring and coaching staff as appropriate, to enable them to be their best.
13. To be accountable for and contribute to designated areas of the school development plan.
14. Keep up to date with local and national initiatives and research options for developments in educational excellence, specifically in relation to SEND.

Staff management and development

1. To support the Executive Headteacher, Deputies and the Assistant Headteacher in the development of effective staff induction and CPD programme, appropriate for the continued development of a growing school.
2. To lead effective CPD linked to specific areas of responsibility, ensuring effective implementation and a measurable impact on teaching, learning and pupil outcomes.
3. To lead, develop and enhance the teaching practice of others through the line management process.
4. To train, mentor and coach staff in the development of teaching and management skills, particularly in relation to SEND and Achievement for All.

5. To monitor, review and quality assure the areas specified in the individual's role and respond in a structured way to identified needs.

Specific responsibilities

1. SENDCO
2. Achievement for All lead.
3. Curriculum Hub lead, overseeing a small number of subject leads.
4. Staff training and development in relation to SEND and Achievement for All.
5. One of our Deputy Designated Safeguarding Leads (DDSL) within our Core Safeguarding Team.
6. Leadership, line management and appraisal of a 4-6 support staff.
7. 40% teaching commitment (0.4 in class / 0.1 PPA / 0.5 SENDCO and AHT role)
8. Subject lead (subject to be determined).
9. Collaboration with Quality of Education leads.

Generic responsibilities

1. To lead whole-school and / or Key Stage assemblies.
2. To perform school duties as and when required.
3. To support the leadership of a climate for pupils based on 'The Mayfield Way' that is warm, nurturing, with high expectations and clear, firm boundaries.
4. To be evidence informed, keeping abreast of local, national, and global sources of credible information and using this to inform curriculum, assessment and CPD.
5. To promote and foster a close and deep relationship with the Cranmer Education Trust, the leadership of all member schools, Manchester Nexus SCITT, East Manchester Teaching School Hub, working collaboratively so that there are continuous benefits for pupils and staff.
6. To develop and promote policies and procedures that ensure that the school's ethos is reflected in every aspect of the school's work.
7. To teach a limited timetable.
8. To commit fully to and publicly advance the cause of equal opportunities and the right of every pupil to become the best they can be and are meant to be.
9. To model restorative practice throughout.
10. To work closely with parents / carers and engage them in their children's progress. To make every effort to reach out to parents / carers who do not engage with school.
11. To ensure the school holds ambitious expectations for all pupils with additional and special educational needs and disabilities.
12. To contribute to the school liaison and marketing activities, e.g. providing news for social media, the website, contributing to newsletters to parents.
13. Any other duties that might reasonably be required of an Assistant Headteacher.

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

**This job description is a
should be read in
accompanying person specification.**

**guide to the duties and
conjunction with the**

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

Do not include a curriculum vitae.

Person Specification – Assistant Headteacher (SENDCO and Achievement for All lead)	Essential or Desirable	How identified Application (A) / Interview (I)
Educational Qualifications		
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
Professional Experience and Knowledge		
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: <ol style="list-style-type: none"> Developing and leading the implementation of strategies to secure whole school improvement for curriculum and pedagogy Successful and structured delivery of outstanding achievement and attainment 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
Professional Skills		
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
Personal Qualities		
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
Ethos		
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
Safeguarding		
Displays commitment to the protection and safeguarding of children and young people	E	A/I
Personal circumstances		
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