

HEADLANDS CE J I & N SCHOOL – JOB DESCRIPTION

POST TITLE: Assistant Headteacher – SENDCo and Inclusion

GRADE/SCALE: L4-L8

RESPONSIBLE TO: The Headteacher

RESPONSIBLE FOR: Teachers and Support Staff



Job Purpose

The Assistant Headteacher will support the Headteacher by:

- Communicating the school's distinctively Christian vision and supporting the Headteacher's strategic leadership
- Supporting the day-to-day management of the school
- Formulating the aims and objectives of the school
- Establishing policies for achieving these aims and objectives
- Managing staff and resources to that end
- Monitoring progress towards the achievement of the school's aims and objectives
- Upholding public trust in school leadership and maintain high standards of ethics, behaviour and professional conduct
- Building positive and respectful relationships across the school community
- Serving in the best interests of the school's pupils
- Determining the strategic development of the Special Educational Needs (SEN) Policy and provision in the school
- Being responsible for the day-to-day operation of the SEN Policy and co-ordination of specific provision to support individual pupils with SEN or a disability
- Using behaviour and academic progress data to identify patterns and trends in pupil needs and deploy staff appropriately
- Provide professional guidance to colleagues, working closely with staff, parents and other agencies

The Assistant Headteacher will also have a timetabled teaching commitment complying with the Teachers' Standards and modelling best practice for others.

They may also be required to undertake any of the duties delegated from the Headteacher.

Main Responsibilities

Under the direction of the Headteacher, the Assistant Headteacher will:

Strategic development of SEN Policy and co-ordination of provision

- Have a strategic overview of provision for pupils with SEN or a disability across the school, monitoring and reviewing the quality of provision
- Contribute to school self-evaluation and school improvement, particularly with respect to provision for pupils with SEN or a disability
- Ensure the SEN Policy is reviewed in line with national policy and the policy underpins SEND practice across school
- Maintain an up-to-date knowledge of national and local initiatives which may affect the school's policy and practice
- Maintain an accurate SEND register and provision map
- Provide guidance to colleagues on teaching pupils with SEN or a disability and advise on the graduated approach to SEN support
- Advise on the use of the school's budget and other resources to meet pupils' needs effectively, including staff deployment
- Be aware of and seek to utilise the provision in the local offer where appropriate
- Work collaboratively with other schools, educational psychologists, health and social care professionals, and other external agencies
- Be a key point of contact for external agencies, especially the local authority
- Analyse assessment data for pupils with SEN or a disability to identify needs and plan appropriate support
- Co-ordinate the school's approach to supporting pupils with medical needs, ensuring compliance with statutory guidance and maintaining accurate Healthcare Plans.
- Implement and lead clearly defined and focused intervention groups for pupils with SEN, and evaluate their effectiveness following a 'Plan Do Review' cycle
- Monitor the implementation and review of IEPs/MSPs and/or IADPRs for pupils with identified SEND needs and support colleagues to review, adapt and implement strategies as needed

Support for pupils with SEN or a disability

- Identify a pupil's SEND needs in a timely and accurate manner
- Co-ordinate provision, including that from external agencies, that meets the pupil's needs and monitor its effectiveness
- Ensure SEND records are accurately maintained and kept up to date
- Review the Education, Health and Care Plan with parents or carers and the pupil
- Maintain regular and effective communication with parents or carers
- Ensure all relevant information is transferred when a pupil moves school to support a smooth transition for the pupil

- Promote the pupil's inclusion in the school community and access to the curriculum, facilities and extra-curricular activities

Personal Development and Wellbeing

- Provide strategic leadership for the school's pastoral systems to ensure all pupils feel safe, supported, and able to thrive.
- Oversee the implementation of a trauma-informed, relational approach that promotes emotional regulation, resilience, and positive relationships.
- Monitor pastoral and wellbeing data to identify patterns, emerging needs, and appropriate next steps or interventions.
- Ensure effective communication between teaching staff, pastoral staff, and families to support the holistic needs of pupils, including those with SEND or additional vulnerabilities.
- Develop staff understanding of mental health, behaviour as communication, and the link between wellbeing and learning through coaching, training, and modelling best practice.
- Promote a positive, inclusive climate where pupils' voices are heard and valued, and where wellbeing is embedded across the school culture.

School culture and behaviour

- Uphold a culture where pupils experience a positive, inclusive and enriching school life
- Uphold educational standards in order to prepare pupils from all backgrounds for their next phase of education and being a responsible citizen within society
- Ensure a culture of staff professionalism
- Encourage high standards of behaviour from pupils, built on rules and routines that are understood by staff and pupils and clearly demonstrated by all adults in school
- Use consistent and fair approaches to managing behaviour, in line with the school's Behaviour Policy and trauma informed approach
- Analyse behaviour data to identify key trends and, alongside other SLT colleagues, implement necessary changes and interventions to ensure a positive behaviour culture

Teaching, curriculum and assessment

- Support other colleagues with the establishment and sustainability of high-quality teaching across subjects and phases, based on evidence
- Ensure the teaching of a broad, structured and coherent curriculum that meets the needs of all pupils
- Use valid, reliable and proportionate approaches to assessing pupils' knowledge and understanding of the curriculum
- Ensure that Quality First Teaching is taking place in lessons across the school and support teaching staff in meeting the needs of SEND pupils

Organisational management and school improvement

- Establish and oversee systems, processes and policies so the school can operate effectively
- Ensure staff and pupils' safety and welfare through effective approaches to safeguarding, as part of duty of care
- Work as part of the safeguarding team as a Deputy Designated Safeguarding Lead, undertaking training as necessary
- Ensure school improvement strategies are effectively implemented and reviewed to consistently strive for whole school developments

Staff management and professional development

- Manage performance of teachers/support staff, including carrying out appraisals and holding staff to account to their performance
- Manage staff well with due attention to workload and best practice guidance
- Ensure staff have access to appropriate, high-standard professional development opportunities
- Keep up-to-date with developments in education, with a particular focus on SEND, pedagogy and inclusion
- Seek training and continuing professional development to meet leadership and role requirements including an appropriate SEND award

Governance, accountability and working in partnership

- Work with the Governing Body as appropriate
- Ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties
- Work successfully with other schools and organisations
- Maintain working relationships with fellow professionals and colleagues to improve educational outcomes for all pupils

General

- To carry out additional tasks deemed reasonable by the Headteacher
- To undertake performance management and to contribute to the programme as required / agreed
- To undertake and commit to your continued professional development
- Show a commitment to diversity, equal opportunities and anti-discriminatory practices
- Show a commitment to ensuring that children and young people learn in a safe environment
- Participate in relevant and appropriate training and development as required

- Carry out your duties with due regard to current and future school policies, procedures and relevant legislation. These will be drawn to your attention as part of your induction and ongoing performance development and through school communications
- Promote and actively support the school's responsibilities towards safeguarding

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the Assistant Headteacher will carry out. The postholder may be required to do other duties appropriate to the level of the role to ensure the effective running of the school.



PERSONNEL SPECIFICATION

Post Title: Assistant Headteacher with responsibility for SEND and Inclusion

Criteria	Rank	Identified through: A - Application form IT - Interview Tasks I - Interview R - References
Qualifications and Training		
<ul style="list-style-type: none"> • Qualified teacher status 	E	A
<ul style="list-style-type: none"> • Degree or equivalent 	E	A
<ul style="list-style-type: none"> • Leadership Qualification e.g. NPQML or NPQSL 	D	A
<ul style="list-style-type: none"> • Achievement of or willingness to achieve the National Award for SEN Co-ordination/NPQSEN 	E	A
Experiences		
<ul style="list-style-type: none"> • Leadership and management experience in school 	D	A, I, R
<ul style="list-style-type: none"> • Teaching experience across a primary setting 	E	A, I, R
<ul style="list-style-type: none"> • Involvement in whole school self-evaluation and development planning 	D	A, I, R
<ul style="list-style-type: none"> • Successful line management experience 	D	A, I, R
<ul style="list-style-type: none"> • Experience of leading whole school development priorities including staff CPD 	E	A, IT, I
<ul style="list-style-type: none"> • Experience of monitoring, evaluating and developing teaching and learning 	E	A, I
<ul style="list-style-type: none"> • Experience of working within a faith school 	D	A, I

<ul style="list-style-type: none"> • Experience of being a Deputy Designated Safeguarding Lead 	D	A, I
Skills and Knowledge		
<ul style="list-style-type: none"> • Understanding of high-quality teaching and the ability to model this for others and support others to improve 	E	A, IT, I, R
<ul style="list-style-type: none"> • Effective communication and interpersonal skills with a wide range of stakeholders 	E	A, IT, I, R
<ul style="list-style-type: none"> • Clear understanding of inclusion and equality within a mainstream setting and the ability to translate this into positive whole school practice 	E	A, IT, I, R
<ul style="list-style-type: none"> • Knowledge and understanding of SEND processes and systems to ensure appropriate support and provision is in place for all pupils 	E	A, IT, I
<ul style="list-style-type: none"> • Ability to liaise effectively with external agencies and professionals to secure positive outcomes for pupils 	E	A, IT, I
Personal Qualities		
<ul style="list-style-type: none"> • Ability to build positive working relationships 	E	A, IT, I, R
<ul style="list-style-type: none"> • Willingness to uphold the Christian vision and values of the school 	E	A, I, R
<ul style="list-style-type: none"> • Ability to work under pressures and prioritise effectively 	E	A, IT, I, R
<ul style="list-style-type: none"> • Adaptable, approachable, self-motivated, proactive and empathetic 	E	A, I, R
<ul style="list-style-type: none"> • Commitment to maintaining confidentiality at all times 	E	A, I, R
<ul style="list-style-type: none"> • Willingness to work alongside our school dog 	E	A, I

Note to applicants: You will only be shortlisted from the details in the application form if you meet all the criteria ranked as E (Essential). If a large number of applications are received, only those who also meet the criteria ranked in D (Desirable) will be shortlisted.