

Information Pack

Assistant Principal - SENDCO

Responsible to:	Vice Principal
Start date:	1 st September 2026
Salary:	Inner London L10-14
Deadline:	Monday 23 rd March, 12 p.m.

Interviews will be arranged during the week beginning Monday, 23rd March. The Trust reserves the right to interview and appoint a suitable candidate before the closing date.

The Charter School Bermondsey is seeking a talented and committed Assistant Principal for SEND to lead our inclusive provision and champion the success of students with special educational needs. As a key member of the senior leadership team, you will shape whole-school strategy, develop staff and ensure high-quality teaching and support for all learners. This is an exciting opportunity for a passionate and ambitious leader to make a meaningful impact across our school community.

If you are driven by inclusion, high standards and the belief that every child can succeed, we would be delighted to receive your application.

About The Charter School Bermondsey

The Charter School Bermondsey is an Ofsted "Good" (2022), four-form entry, mixed, 11-16 free school that opened in September 2013. The school is in a new state-of-the-art building, just a stone's throw from Bermondsey Underground and boasts fantastic spaces for staff and students. DfE school performance tables show a headline Progress 8 score of +0.08 in 2024, having previously achieved +0.29 in 2023. We believe that all pupils have the potential to flourish through great teaching and providing the right environment and opportunities. At our school, every young person is known, valued and supported to thrive. Guided by our values — Belong. Believe. Become. — we create a community where pupils feel part of something, build confidence in their abilities and develop the character and skills to succeed.

We support our staff with:

- Excellent opportunities for professional development including coaching and NPQs
- Providing a well-ordered working environment, including centralised detentions, so teachers can focus on teaching
- Regular opportunities for flexible working

The school is a member of The Charter Schools Educational Trust; home to nine Good and Outstanding schools including The Charter School North Dulwich, The Charter School East Dulwich & Charles Dickens Primary School.

Contact us

For further information about the school, visit www.charterbermondsey.org.uk. If you have any questions or would like a call to discuss the role, contact us at 0203 542 6506 or email recruitment@tcset.org.uk.

How to apply

Our preferred method of application is via the TES website, however, you can also download an application form from our website.

NOTE: The Charters Schools Educational Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. References will be sought, vetting undertaken and the successful applicant will need to undertake an enhanced Disclosure & Barring Service (DBS) check.

Job Description: ASSISTANT PRINCIPAL - SEND

Post title: Assistant Principal SEND

Pay scale: Leadership Spine 10 - 14 (Inner London)

Hours: Full Time

Contract: Permanent

Reporting to: Vice Principal

Job Purpose

To lead and develop the provision for special educational needs across the school; to provide professional leadership and management of the SEND Team and wider staff to ensure high-quality teaching, effective use of resources and improved standards of learning and achievement for all pupils, particularly those with Special Educational Needs and Disabilities.

Core responsibilities:

To support the Principal in ensuring the achievement of the highest possible educational standards and attainment through the design and delivery of outstanding, comprehensive and engaging SEND provision across the school. This will be achieved through the strategic and operational leadership of the core areas of:

- Teaching and support staff teams
- Inclusive curriculum and adaptive teaching
- External and specialist provision for students with higher needs
- Access arrangements across all year groups
- Provision for the four areas of need: cognition and learning, communication and interaction, social, emotional and mental health and physical/sensory

The role will work closely with the Vice Principal and Trust SEND Lead to align priorities, goals and implementation, supporting all students in achieving educational success through high-quality SEND provision. The SENDCO is part of the school's senior leadership team, supporting the overall strategic direction of the school and under the direction of the Principal, will be responsible for modelling outstanding teaching in a specialist subject.

Visible leadership through school duties, behaviour support, stakeholder engagement and a collaborative approach within the senior leadership team are essential responsibilities for all Senior Leaders.

Role Responsibilities

Leadership:

- To lead the SEND team with decisive and confident leadership.
- To demonstrate/model resilience, clarity and the ability to challenge and develop staff behaviours and practice.
- To be a proactive member of the Senior Leadership Team, contributing to strategic planning and decision making, leading staff training, groups and attending all relevant meetings, including Governing Body meetings.
- To liaise effectively with the Leadership Team, Subject Leaders, Pastoral Team, Student Support Services, the Governing Body, external links and parents.
- To take responsibility for the day-to-day running of the Inclusion base.
- To lead the development of SEND across the school in liaison with the School Leadership Team.

- To act in accordance with the Teachers' Pay and Conditions around general professional duties of staff on the Leadership Spine, including patrols, duties and event attendance.
- To drive effective positive school change through line management of staff and teams, developing staff and holding individuals and teams to account to ensure impactful outcomes for students.
- To have an active leadership role in Middle Leadership Team meetings to cascade, monitor and quality assure curriculum development and implementation.
- To line manage allocated staff and provide effective support for them in developing and leading their areas of responsibility.
- To support the wider staff body in reducing workload, forward planning and efficient use of resource including school budgets.

Key areas of responsibility:

- To be the SENDCO for The Charter School Bermondsey and lead, upskill and develop the SEND Team and wider staff.
- To design and embed sustainable processes and systems around SEND.
- To lead the provision for special educational needs within school, liaising with the Senior Leadership Team and Pastoral and teaching teams.
- To identify appropriate resources for Special Needs and Learning Support and ensure that they are used efficiently, effectively and safely.
- To have oversight of and ensure that there are accurate records and files for all students with SEND.
- To teach highly effective lessons for assigned classes, modelling excellent SEND teaching practice.
- To ensure that the requirements of individual students' EHCPs are met within the resources of the school.
- To ensure that pupils identified on the SEND Register have the required levels of support.
- To support the Assistant Principal - Teaching and Learning in managing the implementation of an inclusive curriculum.
- To deliver excellent training on SEND areas through the school CPD programme and around specific needs.
- Within the context of the school's aims and policies, to develop and implement Learning Support policies, plans, targets, Pupil HAT profiles and practices.
- To secure and sustain effective SEND teaching; evaluating the quality of teaching and support and setting targets for improvement of academic performance.
- To provide all those with involvement in Special Needs and Learning Support the support, challenge, information and development necessary to sustain motivation and secure improvement in teaching.
- Develop and implement departmental and whole school policies and practices which reflect the school's commitment to high achievement for all and effective teaching and learning.
- Use school and national data effectively to identify underachievement and inform policies, targets and teaching methods.
- Ensure the implementation of the Code of Practice taking specific responsibility for the annual reviews of students with an EHCP and oversight of EHCP funding.
- Establish short, medium and long term plans for development which identify realistic and challenging targets for improvement.
- To teach classes and groups as allocated.
- To oversee and be responsible for issuing responses to local authority EHCP consultations.
- To allocate provision and oversee Access Arrangements for the whole school liaising with the Exams Officer.
- Represent the school in tribunals or in legal meetings and challenges as directed by the Principal.
- To lead the development of all medical and health plans across the school to support student wellbeing.
- To support the safeguarding team through being a Deputy Designated Safeguarding Lead.

General:

- To actively promote the safety and welfare of our children and young people.
- To maintain a presence around the school to ensure that the highest standards of behaviour are upheld.

- To participate in any stakeholder-facing requirements in line with the collective expectation of the Senior Leadership Team.
- To liaise with colleagues and external contacts at all levels of seniority with confidence, tact and diplomacy.
- To work with Trust central team and other schools and leaders in the Trust network, to establish good practice throughout the network, offering support where required.
- To carry out any duties and responsibilities assigned as reasonably directed by the Principal.

Person Specification

Qualifications

- Educated to degree level
- Qualified teacher with experience of leading SEND provision in a school
- Relevant SEND qualifications and experience

Knowledge, Skills and Experience

- Track record of leading provision to improve outcomes for students with SEND
- Strong knowledge of the SEND Law and Policy
- Knowledge and experience of designing and delivering inclusive curriculums
- Experience of implementing pedagogical change to improve outcomes
- Knowledge and experience of effective SEND register management
- Knowledge and understanding of the requirements for access arrangements
- The ability to work positively with families and students to build a positive community culture
- Strong understanding of data use to inform strategic planning and impact monitoring
- Strong organisational skills and attention to detail, particularly when leading others
- A record of excellent teaching and outcomes for students including those with SEND
- Experience of line management and effectively holding staff to account
- Ability to lead a team to implement positive and sustainable change
- The ability to develop positive professional relationships with children and young people with SEND
- The ability to manage and maintain effective working relationships with stakeholders
- The ability to manage several projects at once, prioritising to meet deadlines and work well under pressure
- Strong IT, systems, administrative and organisational skills
- Excellent written and oral communication skills.
- Good knowledge of Safeguarding legislation and experience managing this within a pastoral role

Professional Leadership Behaviours

- Genuine passion and a belief in the potential of every child, whatever their background or personal characteristics and a clear understanding that all roles in the school are focused on student achievement
- A robust awareness of keeping children safe, understanding how and when to take appropriate action
- Effective leadership and management style that encourages participation, innovation and develops colleagues' confidence and trust
- The ability to inspire and develop the leadership skills of others as well as to learn from others
- Excellent listening skills
- Passion, energy, resilience and optimism to lead the school through day-to-day challenges while maintaining a clear strategic vision and direction
- A firm and constant belief in the unlimited potential of every student (particularly DA students, those from diverse backgrounds and those with SEND) and a genuine commitment to inclusive educational provision
- The ability to take personal responsibility, a readiness to reflect and self-evaluate and the ability to be flexible, to change, improve and develop
- The ability to delegate appropriately and manage workloads
- Confidence, self-motivation and the ability to be decisive
- High levels of honesty and integrity, with a commitment to Equality, Diversity and Inclusion
- A professional outlook, detail oriented and able to multitask and meet deadlines
- Understanding of the importance of confidentiality and discretion
- Flexible attitude towards work and demonstrates sound judgement
- Willingness to participate in Continuous Professional Development

Other

- The right to work in the UK

Conditions of employment

The above responsibilities are subject to the general duties and responsibilities contained in the written statement of conditions of employment (the Contract of Employment).

The postholder is required to support and encourage the school's ethos and its objectives, policies and procedures as agreed by the Governing Body.

S/he shall be subject to all relevant statutory requirements as detailed in the most recent School Teachers Pay and Conditions Document.

This job description is not an exhaustive list and you will be expected to carry out any other reasonable tasks as directed by the Principal. The postholder may be required to perform any other reasonable tasks after consultation.

This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so constructed.

This job description is not necessarily a comprehensive definition of the post. It will be reviewed regularly and it may be subject to modification at any time after consultation with the postholder.

All staff must participate in the school's Appraisal process.

The Charter Schools Educational Trust is committed to safeguarding the welfare of all children and young people and expects all its staff to share this commitment.

The Charter Schools Educational Trust is committed to equality and diversity and to being a family where everyone can be themselves. We are committed to continuous improvement in how representative we are of our local communities, including gender, ethnicity, religion, age and all other aspects of diversity.

We offer flexible working arrangements and staff networks to provide a supportive environment in the workplace where members can receive peer to peer support.