

Job Description

Job title: Head of SEND (Senior Leadership Team)

Main purpose of job:

The Head of SEND, as a Senior Leader, will support the Whole Academy Inclusion Lead in the strategic leadership of SEND and provide professional and operational leadership for Special Educational Needs and Disabilities (SEND) across the academy, promoting an inclusive culture and ensuring that students with SEND achieve ambitious academic, personal and social outcomes. The Head of SEND will work with teachers, support staff, families and external agencies to secure high-quality adaptive teaching, effective provision and positive outcomes for all students with SEND.

The Head of SEND will provide professional leadership for SEND, monitor the impact of provision, promote high standards of teaching and learning, and support the effective deployment of resources to improve student achievement, attendance, wellbeing and preparation for the next stage of education, employment or adulthood.

This role would be suited to either an experienced Primary or Secondary SENDCo.

The current School Teachers' Pay and Conditions Document and the DfE Teachers' Standards apply to the professional duties of all teachers in all teaching posts.

Department: SEND

Position reports to:

Assistant Headteacher for Inclusion

Length of contract: Permanent from January 2026

Location: Plume Academy

Position is responsible for:

Leading the SEND Faculty

Salary: Leader Pay Scale L4-L8

Key Responsibilities and Accountabilities

Head of SEND (Senior Leadership Team)

Main Duties and Responsibilities

The Head of SEND will provide professional and operational leadership for Special Educational Needs and Disabilities (SEND) across the academy, ensuring that students with SEND receive high-quality provision and achieve ambitious academic, personal and social outcomes. As a member of the Senior Leadership Team (SLT), the postholder will contribute to whole-school leadership, academy improvement and the effective day-to-day operation of the school.

Strategic Leadership of SEND

- Act as the academy's designated SENDCo and fulfil all statutory responsibilities in accordance with the SEND Code of Practice.
- Lead the development, implementation and evaluation of the academy's SEND strategy, policy and provision.
- Contribute to SEND priorities within the academy's Inclusion Strategy and Framework and ensure their effective implementation and evaluation.
- Have day-to-day responsibility for coordinating provision for students with SEND and maintaining the academy's SEND Register.
- Promote a culture of inclusion, high expectations and equality of opportunity for all students.

- Ensure compliance with the SEND Code of Practice, the Equality Act 2010 and relevant statutory guidance.
- Advise senior leaders and trustees on SEND matters, legislation and best practice.
- Ensure the academy's SEND Information Report and statutory documentation remain compliant and up to date.

Quality of Education and Outcomes

- Ensure specialist assessment information and external professional recommendations are translated into clear, practical classroom strategies and appropriate provision for staff to implement.
- Lead and quality assure the identification, assessment and support of students with SEND through the graduated approach, including staff referrals, screening, assessment and liaison with relevant pastoral, attendance and external professionals.
- Ensure identified needs translate into appropriate APDR, provision and reasonable adjustments.
- Coordinate provision for students receiving SEND Support and those with Education, Health and Care Plans (EHCPs), including requests for statutory assessment and annual reviews.
- Oversee SEND provision and interventions across the academy, ensuring they are matched to identified need and have clear entry and exit criteria, baseline measures, intended outcomes and review points.
- Maintain and quality assure the SEND provision map and monitor the impact of interventions, staffing and LSA deployment, adapting provision where it is not securing sufficient progress or independence.
- Provide SEND leadership and operational support within Achievement Pathway, Achievement Pathway+, Reflection Room and The Lighthouse, ensuring students receive appropriate provision and reasonable adjustments, and reviewing patterns of engagement, dysregulation or repeated use of these provisions to identify unmet or changing needs and inform appropriate next steps.
- Work with teachers and leaders to ensure high-quality adaptive teaching and effective curriculum access for all students with SEND.
- Ensure all teachers understand and fulfil their responsibility for the progress and outcomes of students with SEND.
- Monitor and evaluate the impact of SEND provision through analysis of achievement, attendance, behaviour, personal development and destination outcomes.
- Promote preparation for adulthood by supporting students' independence, resilience and successful transition to further education, employment and training.

Leadership and Management

- Line manage SEND teachers, Learning Support Assistants and other SEND support staff.
- Lead, support and develop staff to strengthen inclusive practice across the academy.
- Coordinate referrals, assessments and multi-agency support, liaising effectively with families, external professionals and local authority services.
- Manage SEND resources, staffing and funding effectively to maximise student outcomes.
- Produce regular analysis and evaluation of SEND provision, outcomes and emerging priorities, contributing evidence to academy self-evaluation, the Inclusion Strategy and reporting to senior leaders and trustees.

Examination Access Arrangements

- Lead and oversee examination access arrangements in accordance with current JCQ regulations.
- Ensure appropriate identification, assessment, evidence gathering and applications for access arrangements.
- Work closely with the Examinations Officer, specialist assessors and teaching staff to ensure arrangements reflect students' normal way of working.
- Ensure all applications are compliant, accurately recorded and submitted within published deadlines.

Students, Families and Partnerships

- Build effective partnerships with parents, carers and external agencies to secure the best outcomes for students.
- Ensure students and families are actively involved in planning, reviewing and evaluating SEND provision.
- Lead SEND-related meetings, including annual reviews and transition planning.

- Manage and respond to SEND consultations relating to admission and placement, ensuring responses are informed by identified need, required provision, the academy's ability to meet need and relevant statutory requirements, with appropriate escalation for complex cases.
- Support effective transition arrangements for students at all stages of education.

Senior Leadership Team Responsibilities

As a member of the Senior Leadership Team, the Head of SEND will:

- Contribute to the strategic leadership and operational management of the academy.
- Undertake SLT duties before school, at break and lunchtime, after school and at other times as directed.
- Participate in the academy's on-call system, supporting behaviour, attendance, safeguarding and student welfare.
- Maintain a visible leadership presence across the academy and promote high standards of behaviour, attendance and inclusion.
- Lead or contribute to whole-school improvement priorities and academy development initiatives.
- Support academy events, including open evenings, transition events, parent events and community engagement activities.
- Represent SEND and inclusion in leadership discussions and decision-making processes.

Professional Responsibilities

- Promote the progress, achievement, wellbeing and personal development of all students.
- Participate fully in the academy's performance development and review process.
- Engage in relevant professional learning and leadership development.
- Comply with all academy policies, including safeguarding, health and safety, equality and data protection.
- Undertake any other duties reasonably required by the Joint Heads of Academy commensurate with the seniority of the post.

Safeguarding

The Trustees are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. The successful applicant will be subject to all appropriate safeguarding and pre-employment checks.

Date of next review: Annually in line with the PMR process.

Person Specification

Qualifications and Professional Development

Criteria	Essential	Desirable
Qualified Teacher Status (QTS) and degree qualification	✓	
National Award for SEN Coordination (NASENCo) or NPQ SEND	✓	
Evidence of relevant and recent professional development in SEND, inclusion and leadership	✓	
Further leadership qualification (NPQSL, NPQH, Master's degree or equivalent)		✓
Relevant SEND accreditation (e.g. specialist assessment, dyslexia, autism, SEMH)		✓

Leadership and Experience

Criteria	Essential	Desirable
Successful experience of leading and managing SEND provision in a primary or secondary school setting	✓	
Experience of leading strategic improvement and evaluating impact on student outcomes	✓	
Experience of line managing and developing staff, including performance management	✓	
Experience of working as a SENDCo and fulfilling statutory SEND responsibilities	✓	
Experience of developing, implementing and evaluating SEND interventions and provision, including the effective deployment of support staff.	✓	
Experience of contributing to whole-school improvement priorities and academy self-evaluation	✓	
Experience of working with governors, trustees, parents and external agencies	✓	
Experience of leading examination access arrangements in line with JCQ regulations	✓	
Experience as a member of a Senior Leadership Team		✓
Experience of leading whole-school inclusion, behaviour, attendance or safeguarding initiatives		✓

Knowledge and Understanding

Criteria	Essential	Desirable
Excellent knowledge of the SEND Code of Practice, Children and Families Act 2014 and Equality Act 2010	✓	
Strong understanding of the statutory responsibilities of the SENDCo role	✓	
Knowledge of current Ofsted expectations relating to inclusion, quality of education and outcomes for pupils with SEND	✓	
Understanding of the graduated approach (Assess, Plan, Do, Review) and EHCP processes	✓	
Knowledge of effective adaptive teaching, curriculum access and evidence-informed SEND practice	✓	
Understanding of preparation for adulthood and successful transition planning	✓	
Knowledge of current JCQ regulations relating to examination access arrangements	✓	
Understanding of safeguarding responsibilities and multi-agency working	✓	

Skills and Abilities

Criteria	Essential	Desirable
Ability to provide strategic leadership and inspire a culture of inclusion and high expectations	✓	
Ability to analyse and interpret achievement, attendance, behaviour and SEND data to drive improvement	✓	
Ability to evaluate the impact of SEND provision and implement effective improvement strategies	✓	
Ability to translate assessment and specialist advice into effective classroom strategies, interventions and reasonable adjustments.	✓	
Ability to hold staff accountable while providing support and professional challenge	✓	
Ability to deliver high-quality CPD and develop staff expertise in SEND and inclusive practice	✓	
Ability to build effective relationships with students, families, staff and external partners	✓	
Excellent organisational, decision-making and problem-solving skills	✓	
Excellent written and verbal communication skills, including report writing and presenting to stakeholders	✓	
Ability to contribute effectively to strategic and operational SLT responsibilities	✓	

Personal Qualities

Criteria	Essential	Desirable
Commitment to inclusive education and achieving the best possible outcomes for students with SEND	✓	
Demonstrates integrity, resilience, professionalism and emotional intelligence	✓	
High levels of personal credibility and the ability to influence others positively	✓	
Commitment to continuous professional learning and improvement	✓	
Ability to remain calm, decisive and solution-focused under pressure	✓	
Commitment to collaborative working and developing positive relationships across the academy community	✓	
Passion for improving life chances and preparing young people for successful adult lives	✓	
Commitment to safeguarding and promoting the welfare of children and young people	✓	

