



Job Title:	Assistant Headteacher for Inclusion (including SENCo)
Salary:	L11 – L15
Responsible to:	Headteacher
Responsible for:	Inclusion Team, including SENDCO duties and management of SEN support staff
Working Hours:	Full time
Start Date:	September 2026
Status:	Senior Leadership Team member
Organisation:	Board of Trustees → Headteacher → Leadership Team → AHT Inclusion/SENDCO

Purpose of Post:

This is a senior post within the school's staffing structure, and the post holder is a key member of the Senior Leadership Team (SLT). The position is non-class based and will focus on SEND and safeguarding, although there will be a requirement for some teaching responsibility.

This job description may be amended at any time following discussions between the headteacher and member of staff, and will be reviewed annually.

The assistant headteacher will work with the headteacher and senior leadership team and together they will be responsible to the Trustees for effectively leading and managing the SEND team to the highest possible standard.

Profile of Responsibilities

The main task of the assistant headteacher is to work with the senior leadership team to assist in creating, maintaining, reviewing and developing an effective teaching and learning environment within the school.

The assistant headteacher will have specific responsibility for the following:

- Leading the development of Inclusion ensuring high -quality provision for pupils with SEND, vulnerable pupils, and those with additional needs.
- To fulfil all statutory responsibilities of the Special Educational Needs Coordinator (SENDCO) in line with the SEND Code of Practice.

- To lead and manage the inclusion team of support staff, ensuring effective deployment, professional development, and high -quality practice across the school.
- To be part of the safeguarding team and trained to DSL level
- To contribute to the overall leadership and management of the school as a member of the Senior Leadership Team (SLT).
- Playing a key role in working with trustees, parents and other stakeholders. This would include attending Board of Trustee meetings when required.
- To ensure that every child, regardless of their needs, has access to an ambitious, inclusive and well -adapted curriculum.

Key Responsibilities

1. Strategic Leadership of Inclusion

- Lead on the school's strategic direction for inclusion, ensuring it is central to whole school development.
- Contribute towards a positive ethos in which all pupils have access to a broad, balanced and relevant curriculum through quality first teaching.
- Support all staff in understanding the needs of inclusion (including EAL, SEN, pupil premium) and ensure that objectives to develop these areas are reflected in the school development plan.
- As the Inclusion Leader, to lead and manage the Inclusion Team.
- To develop interventions and a range of services across the school.
- Contribute to the pupil premium strategy for the school to support strong outcomes for disadvantaged pupils.
- Provide regular reports to the headteacher, SLT and governors on SEND, inclusion and pupil outcomes.
- Advise the headteacher, the school leadership team and the board of trustees of priorities for expenditure and deployment of staff, and utilise allocated resources with maximum efficiency.
- Ensure compliance with statutory requirements and review relevant policies, including the SEND Code of Practice, Equality Act and safeguarding legislation.

2. SENCo Responsibilities

- Have day -to-day responsibility for the coordination of SEND provision to support individual pupils
- Coordinate, supervise and support all staff who work in the SEND team and ensure that they understand the needs of the SEND children with whom they work
- Lead on the identification, assessment and review of pupils with SEND.
- Oversee the EHCP process, including high -quality referrals, annual reviews and parental engagement.
- Develop and review learning plans, intervention programmes and support plans.

- Liaise with staff, parents, external agencies and other schools to coordinate their contribution, provide maximum support and ensure continuity of provision.
- Undertake training and CPD to improve and maintain a well-rounded knowledge of SEND provision to ensure duties can be effectively performed

3. Pastoral

- Ensure high standards of physical and emotional care are maintained for all children.
- Ensure the implementation of the school's therapeutic thinking behaviour management policy to promote positive behaviour and good relationships in the school.
- To provide advice and support to parents about their child's development, promoting a close relationship between home and school.
- Maintain good relationships with all staff, being aware of their needs, developing their confidence and creating a supportive working environment.

4. Leading and Managing Staff

- Line manage inclusion staff.
- Oversee staff deployment, performance appraisal and professional development.
- Provide coaching and mentoring to ensure high -quality support and intervention.
- Lead training for teachers and support staff to improve expertise in SEND and inclusive teaching strategies.
- Lead in the development of teamwork, mutual support and collaboration with colleagues and the continuing motivation of staff.

5. Whole -School Leadership

- Assist and support the headteacher in promoting the ethos, aims policies and objectives of the school.
- Lead the school in successful implementation of specific new initiatives in education
- Participate in the selection and appointment of the teaching and non-teaching staff of the school.
- To attend and play an active part in meetings of the leadership team
- Take an active part in leading staff professional development.
- Deputise for the headteacher as required.
- Manage the delegated budget for SEND, maintain and develop resources, coordinate their deployment and monitor their effectiveness in meeting the objectives of school policies.

Other

- Take on any additional responsibilities which might from time to time be determined by the headteacher or Board of Trustees

Person Specification: Assistant Headteacher for Inclusion (including SENCo)

1 Application form, 2 Interview, 3 Test, 4 Proof of qualification, 5 Practical task

Knowledge and experience	Desirable/ Essential	Measure
LEADERSHIP		
UK Qualified Teacher Status	E	4
Extensive experience of working with children across the primary age range	E	1,2
Successful experience as a SENCO, Inclusion Lead, or senior/middle leader	E	1,2,5
Able to work collaboratively to develop, communicate and deliver a strong and inclusive vision for the school in its community	E	1,2,5
A good understanding of the principles behind school improvement, including the school improvement planning, monitoring and reviewing progress.	E	1,2,3,5
Able to analyse and use school performance data to set targets and raise standards	D	1,2,3,5
Able to identify individual staff members' strengths and how those strengths are best placed in school and within roles	E	1,2
Previous experience of effective use of performance appraisal to improve the quality of teaching and learning across the school	D	1,2,5
Able to lead by example, motivate others and manage change	E	1,2
Experience of leading whole school CPD	E	1,2
Previous experience of working in a Designated Safeguarding team	E	1,2
SENCO		
National Professional Qualification for SENCOs qualification or willingness to gain the qualification	E	1,2,4
Extensive knowledge and experience of working with and supporting children with additional needs	E	1,2
A genuine commitment to inclusion and equality for all children	E	1,2
QUALITIES		
An effective and skilled communicator, orally and in writing, who can present and produce information for a variety of audiences	E	1,2
Confident in building relationships with children, staff, parents/carers, governors and other stakeholders and promoting the school externally	E	1,2,5
Resilience; able to handle difficult and stressful situations with calmness and sensitivity	E	1,2,5
Personal integrity and honesty	E	1,2,5
The ability to sustain a demanding workload, prioritise and meet deadlines	E	1,2,5
The ability to maintain confidentiality and professionalism at all times	E	1,2,5

Disclosure of Convictions

It is essential in making your application that you disclose whether you have any pending charges, convictions, bind-overs or cautions and, if so, for which offences. This post is exempt from the Rehabilitation of Offenders Act 1974 and therefore candidates invited to interview will be required to declare all unspent cautions and convictions; and also any adult cautions (simple or conditional), and spent convictions that are not protected as defined by the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (as amended in 2020).

The information you provide will be treated as strictly confidential and will be considered only in relation to the job for which you are shortlisted. You may be asked for further information about your criminal history during the recruitment process.

For posts working with children, young people or vulnerable adults, a criminal record check is requested. This check will be cross referenced against the Adults and Children's Barred Lists. These lists contain details of people deemed unsuitable to work with children or vulnerable adults. All jobs requiring these checks will be identified on the job description.

Offers of employment will be subject to the receipt of satisfactory checks which will include a check with the Disclosure & Barring Service (DBS). Note, it is an offence to apply, offer or accept any work with children (paid or unpaid) if disqualified from working with children. The information provided will be confidential and not passed onto unauthorised persons or organisations. However, we are under a duty to protect public funds, and to this end may use the information you have provided for the prevention and detection of fraud. We may also share this information with other bodies responsible for auditing or administering public funds for these purposes.

Disclosure & Barring Service (DBS)

This post meets the definition of 'Regulated Activity' as defined in the Safeguarding Vulnerable Groups Act 2006. Because of the nature of this job, it will be necessary for an enhanced DBS check to be undertaken. This post is exempt from the Rehabilitation of Offenders Act 1974 and therefore applicants are required to declare all unspent cautions and convictions; and also any adult cautions (simple or conditional), and spent convictions that are not protected as defined by the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (as amended in 2020). A person's criminal record will not in itself prevent a person from being appointed to this post. Applicants will not be refused posts because of offences which are not relevant to, and do not place them at or make them a risk in, the role for which they are applying. However in the event of the employment being taken up, any failure to disclose such offence, as detailed above, will result in dismissal or disciplinary action by the Authority.

The School is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. Applicants must be willing to undergo child

protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service'.

CVs will not be accepted for any posts based in schools

We will consider any reasonable adjustments under the terms of the Equality Duty Act (2010), to enable an applicant with a disability (as defined under the Act) to meet the requirements of the post.

The Job-holder will ensure that Luton Borough Council's policies are reflected in all aspects of his/her work, in particular those relating to;

- (i) Equal Opportunities
- (ii) Health and Safety
- (iii) Data Protection Act (2018)

In addition to candidates' ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children including:

- Motivation to work with children and young people;
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people;
- Emotional resilience in working with challenging behaviours; and, attitudes to use of authority and maintaining discipline