



## **Saffron Green Primary School**

### **Job Description - Assistant Headteacher Inclusion (SENCO)**

#### **Job details**

**Grade:** Leadership

**Salary:** £54,496

**Hours per week:** 19.5 (Three days a week). Thursdays and Fridays are fixed working days; the third day can be agreed based on mutual availability. Full-time will be considered for the right person.

**Contract type:** Part-time/Full-time

**Reporting to:** Headteacher

#### **Core Purpose**

To provide strategic leadership for inclusion across the school. To ensure that all pupils, particularly those with SEND and other vulnerabilities receive a high-quality education, are kept safe and are supported to achieve strong outcomes in line with the expectations of the Ofsted Education Inspection Framework.

#### **Key Responsibilities (Aligned to Ofsted EIF)**

##### **Quality of Education**

- Lead the strategic development of inclusive practice to ensure that pupils with SEND and other vulnerable groups access a broad, balanced and ambitious primary curriculum.
- Ensure high-quality adaptive teaching across EYFS, KS1 and KS2 so that all pupils can succeed.
- Oversee effective identification, assessment and provision for pupils with SEND, ensuring a robust graduated response.
- Monitor and evaluate the impact of interventions and provision mapping on pupil outcomes.
- Support staff to implement evidence-informed approaches to meet diverse learning needs.
- Ensure smooth and effective transitions, particularly for pupils with SEND (e.g. EYFS entry and Year 6 transition).

##### **Behaviour and Attitudes**

- Lead a consistent, inclusive behaviour culture rooted in high expectations and strong relationships.
- Ensure effective behaviour systems are embedded across the school and support staff in their implementation.
- Monitor behaviour data and patterns, implementing targeted strategies for pupils requiring additional support.
- Lead whole-school attendance strategy, with a clear focus on reducing persistent absence and improving pupil engagement.

##### **Personal Development**



- Ensure effective support for pupils' mental health and wellbeing, particularly those with SEMH needs.
- Oversee early help processes and ensure timely, appropriate interventions for vulnerable pupils and families.
- Promote an inclusive school culture where all pupils feel safe, valued and able to participate fully in school life.

### **Leadership and Management**

- Fulfil statutory responsibilities as SENCO in line with the SEND Code of Practice.
- Designated Safeguarding Lead (DSL) ensuring safeguarding systems are robust and effective.
- Provide strategic leadership for inclusion, contributing to whole-school self-evaluation and improvement planning.
- Use data and evidence to evaluate the effectiveness of provision and drive continuous improvement.
- Lead, develop and support staff to improve inclusive practice and outcomes for vulnerable pupils.
- Ensure compliance with statutory requirements for SEND, safeguarding and equality duties.
- Report regularly to the Headteacher, SLT and governing body on inclusion, SEND, behaviour, safeguarding and attendance.
- Lead on pupil premium strategy.

### **Partnership Working**

- Build strong, effective relationships with parents and carers, ensuring they are partners in their child's education.
- Liaise with external agencies, including educational psychologists, health professionals, social care and the local authority SEN team.
- Coordinate multi-agency support to improve outcomes for pupils and families.

This job description may be amended at any time after discussion with you but in any case, it will be reviewed in September of each academic year.

## **Person Specification**

### **Qualifications & Training**

- Qualified Teacher Status (QTS)
- National Award for SEN Coordination (NASENCO)
- Relevant safeguarding and inclusion training

### **Experience**

- Proven successful teaching experience in a primary setting
- Experience of leading or significantly contributing to SEND and inclusion provision
- Experience of improving outcomes for vulnerable pupils
- Experience of working with external agencies and families
- Experience of contributing to whole-school improvement priorities

### **Knowledge & Understanding**

- Strong understanding of the Ofsted Education Inspection Framework, particularly how inclusion impacts all four key judgements



- In-depth knowledge of the SEND Code of Practice and primary curriculum
- Secure understanding of safeguarding requirements and best practice
- Knowledge of effective behaviour systems and strategies to improve attendance

### **Skills & Abilities**

- Ability to provide strategic leadership aligned to school improvement priorities
- Strong analytical skills, including the use of data to evaluate impact
- Ability to develop and sustain high-quality teaching and inclusive practice
- Excellent communication and interpersonal skills
- Ability to work effectively with a wide range of stakeholders

### **Personal Qualities**

- Strong commitment to inclusion, equality and high expectations for all pupils
- Child-centred, nurturing approach aligned to primary education
- Resilient, reflective and solution-focused
- High levels of integrity, professionalism and accountability
- Passion for improving life chances for vulnerable children