

### Hadrian Learning Trust Job Description and Person Specification

<b>Post Title:</b>	Assistant Headteacher - SEND	<b>Workplace:</b>	Hexham Middle School (Hadrian Learning Trust)
<b>Band:</b>	Leadership Scale 6-10	<b>School</b>	Hexham Middle School
<b>Responsible to:</b>	Head of School (HMS)	<b>Date:</b>	March 2026

#### Responsible for:

The role will be responsible for the SEND provision across the school. The postholder will be accountable for raising educational achievement, attendance and engagement by leading and coordinating provision for pupils with special educational needs. The responsibilities will include designing and delivering an inclusive curriculum and interventions, as well as implementing the whole school SEND strategy.

#### Responsibilities, Duties and key result areas:

##### 1. Leadership and strategic development of all policies and provision for SEND pupils

- Develop and oversee the implementation of the school's SEND strategy and policy including statutory processes in line with the SEND Code of Practice
- Analyse school, local and national data and develop appropriate strategies and interventions
- Keep up to date with national and local policies related to SEND and cascade information to colleagues
- Contribute to school self-evaluation, particularly with respect to provision for pupils with SEND
- Maintain up to date knowledge of national and local initiatives that may affect the school's policy and practice
- Make sure the SEND policy is reflected in the school development plan
- Plan high quality CPD for teaching and non-teaching staff around SEND
- Work with the Head of School, the Executive Headteacher and Trustees to ensure that the school meets its responsibilities under the Equality Act 2010 in terms of reasonable adjustments and access arrangements
- Direct leadership of the improvement of SEND attendance including direct liaison with parents/carers and professionals

##### 2. Ensuring that SEND policies are implemented effectively and meet the needs of SEND pupils

- Manage and advise on the school budget and resources for SEND provision
- Develop and maintain systems for keeping pupil records to ensure information is accurate and up to date
- Maintain an accurate SEND register and provision map for all pupils
- Be aware of the provision in the local area including support from external professionals
- Work with feeder schools to plan transition, educational psychologists, health and social care professionals and external agencies
- Be the key point of contact for external agencies, particularly Northumberland County Council and Early Help, for pupils with SEND
- Analyse assessment and attendance/pastoral data for pupils with SEND to ensure positive engagement, achievement and attendance at school

##### 3. Plan, implement, co-ordinate and review the impact of support required for SEND pupils

- Fulfill assessments of pupils with additional needs to identify needs and barriers and monitor progress - including observations in the classroom and meeting with teachers and parents and professionals
- Complete all EHCP consultations and reviews with organised, timely record-keeping in a process where parent/carer and pupil voice is prioritized

- Work with classroom teachers, the school leadership team, parents/carers and relevant external agencies to develop, implement and monitor individual support/learning plans
- Provide regular updates on pupil progress through written reports and meetings with parents/carers
- Implement and lead intervention groups for pupils with SEND and evaluate their effectiveness
- Make referrals and liaise with professionals outside of the school - this could include psychologists, health and social care providers, speech and language therapists and occupational therapists
- Secure relevant services for the pupils on the SEND register
- Communicate effectively with parents/carers to build positive relationships and ensure that families are fully involved in the provision of support for their child
- Apply for statutory assessment where necessary and review Educational Health Care Plans (EHCP) and Higher Needs Funding (HNF) as appropriate
- Ensure that, if a pupil transfers to or from another school, all information is conveyed and support a smooth transition for the pupil
- Promote the inclusion of SEND pupils in the school community ensuring equitable access to the curriculum, facilities, and extra-curricular activities

#### **4. Accountable for the quality of education for SEND pupils**

- Set high expectations for all pupils that are ambitious
- Collaborate with other leaders to guarantee that the inclusive curriculum is planned so that it meets the needs of all SEND pupils in every subject and is inclusive
- Advise teachers on how inclusive pedagogy and formative assessment can improve the progress for all pupils
- Provide advice, guidance, and training to classroom teachers on supporting pupils with SEND
- Support teachers to develop the curriculum and learning programmes for pupils with SEND
- Support teachers to develop and implement effective teaching and behaviour management approaches in the classroom
- Lead training for all staff in inclusive practice, special educational needs and how to meet the needs of all pupils

#### **5. Leadership and management of the SEND team**

- Promote a culture and ethos that promotes inclusion across the school
- Lead and manage the Assistant SENDCo, ensuring that they are directed, supported and fulfil their designated responsibilities
- Appraise the Assistant SENDCo and have oversight of the appraisal of LSAs and other support staff
- Co-ordinate the SEND team and deploy HLTAs and LSAs to meet the needs of SEND pupils
- Manage SEND staff, teaching assistants and support staff to improve pupil progress and attainment
- Recruit and train staff to provide effective support and interventions

#### **6. Other responsibilities**

- To contribute to the continuing improvement of the school as part of the Senior Leadership Team
- To prepare and report to the Executive Headteacher, Head of School and Trustees
- To carry out daily duties as part of the Senior Leadership Team
- To attend occasional meetings during evening hours, weekends or in school holidays as required
- The postholder must carry out his/her duties with full regard to the Trust's Child Protection, Equalities and other relevant policies in the terms of employment and service delivery to ensure that colleagues are treated, and services delivered in a fair and consistent manner
- That the postholder is required to comply with health and safety policy and systems, report any

incidents/accidents/hazards and take pro-active approach to health and safety matters in order to protect both oneself and others

- That the postholder will be required to comply with all Trust policies

#### Work Arrangements

Transport requirements:	None
Working patterns:	Trust working hours / pattern for Senior Leadership Team
Working conditions:	Office and Classroom based

#### Work Arrangements

Transport requirements:	<ul style="list-style-type: none"> <li>▪ Required to use own transport to travel within and outwith the County</li> <li>▪ Normal work patterns</li> </ul>
Working patterns:	<ul style="list-style-type: none"> <li>▪ Normally indoors; there may be occasions where you would be required to work at QEHS, Hexham Middle School or other school within the Trust</li> </ul>
Working conditions:	

### PERSON SPECIFICATION

Essential	Desirable	Assess by
<b>Qualifications</b>		
<ul style="list-style-type: none"> <li>▪ A DfE recognised teacher qualification/Qualified Teacher Status (QTS)</li> <li>▪ Educated to degree level or beyond</li> </ul>	<ul style="list-style-type: none"> <li>▪ NPQ for SENDCos or working towards securing the qualification currently.</li> </ul>	(a), (t), (g)
<b>Experience</b>		
<ul style="list-style-type: none"> <li>▪ Recent experience SEND leadership (either direct SENDCo experience or working as part of a wider team with SEND responsibilities)</li> <li>▪ Working with pupils with SEND to raise their achievement and support progression</li> <li>▪ Deploying strategies in lessons to meet the needs of SEND learners</li> <li>▪ Proven outstanding teaching across more than one key stage</li> <li>▪ A proven track record of raising attainment in key stage 2 and/or key stage 3</li> <li>▪ Evidence of continuing and recent professional development related to SEND</li> <li>▪ The ability to provide a model of best practices in relation to SEND</li> </ul>	<ul style="list-style-type: none"> <li>▪ Experience as a SENDCO/Deputy SENDCO</li> <li>▪ Leadership of a team</li> <li>▪ Training teachers and other staff to support or meet the needs of SEND pupils</li> </ul>	(a), (i), (g)
<b>Knowledge &amp; Skills</b>		
<ul style="list-style-type: none"> <li>▪ A strong commitment to inclusion and raising the achievement of pupils with special educational needs</li> <li>▪ An ability to develop specialist knowledge, interpret policy and apply learning in an educational setting</li> <li>▪ Be able to influence and negotiate to secure sufficient internal resources and the support of external agencies</li> <li>▪ To inspire and motivate teachers and support staff; to model good practice, and develop a whole school commitment to supporting pupils</li> </ul>	<ul style="list-style-type: none"> <li>▪ Extensive specialist knowledge of the national and local policy in relation to SEND and inclusion</li> <li>▪ A good understanding of how behaviour policies and expectations can be applied to maintain high standards, adhere to the school's behaviour policies, and promote inclusion</li> <li>▪ Relevant and recent knowledge of the renewed Ofsted Inspection Framework and Inclusion criteria</li> </ul>	(a), (i), (t)

<p>with SEND</p> <ul style="list-style-type: none"> <li>▪ Interpersonal and communication skills to build effective, productive relationships with families, pupils, teachers, and external professionals</li> <li>▪ Clear and concise written communication skills for writing learning and support plans, reports on pupil progress and training, guidance and policies for staff</li> <li>▪ Analytical and problem-solving skills to analyse school, local and national data to inform appropriate strategies and interventions</li> <li>▪ Creativity and the ability to think about problems, formulate solutions and lead change</li> <li>▪ Up to date knowledge of relevant legislation and guidance in relation to working with, and the protection of, children and young people and demonstrate an understanding of safeguarding issues and the ability to follow procedures</li> <li>▪ Knowledge and understanding of statutory requirements, relevant legislation and government strategies in relation to SEND</li> <li>▪ Knowledge of how curriculum should be planned and sequenced to take account of starting and end points for learners with SEND</li> <li>▪ An understanding of inclusion and how equality of opportunity can be addressed in mainstream schools.</li> </ul>		
<b>Personal attributes</b>		
<ul style="list-style-type: none"> <li>▪ Empathy and emotional intelligence to recognise and be sensitive to the needs of pupils and parents/carers</li> <li>▪ Approachability, accessibility and flexibility; good personal presence</li> <li>▪ Resilience and the ability to manage difficult situations</li> <li>▪ Be able to hold challenging conversations that lead to the best outcomes for pupils</li> <li>▪ Able to build relationships that bring people with you and ensure pupils, family and staff trust your judgements</li> <li>▪ An enthusiasm and joy for working with young people of all needs and abilities</li> <li>▪ A passion for education and the impact that good teaching can have on the lives of children and young people</li> </ul>		(i)

Key to assessment methods; (a) application form, (i) interview, (r) references, (t) ability tests (q) personality questionnaire (g) assessed group work, (p) presentation, (o) others e.g. case studies/visits

Please note that Recruitment and Selection records will be retained and used in accordance with the General Data Protection Regulations (GDPR) 2018 and other legislative provisions.