



GREYFRIARS
CATHOLIC SCHOOL



**Assistant Headteacher
Inclusion (SENCO)**



Assistant Headteacher – Inclusion (SENCO)

Thank you for your interest in the role of Assistant Headteacher – Inclusion (SENCO) at Greyfriars Catholic School, part of The Pope Francis Multi Academy Company (PFMAC) within the Archdiocese of Birmingham.



Due to the promotion of the previous postholder, we are seeking an inspirational and aspirational leader to join our school community and play a central role in shaping the strategic direction of inclusion across the school. This is an exciting opportunity to contribute to a school that is ambitious for every student and committed to ensuring that all learners are able to flourish academically, socially and personally.

As a member of the Senior Leadership Team, the Assistant Headteacher for Inclusion will lead a whole-school approach to inclusion, ensuring that the needs of all students, particularly those with SEND and additional vulnerabilities, are understood and met through high-quality teaching, strong pastoral systems and thoughtful, well-coordinated provision. This role goes beyond the operational aspects of SEND and is central to ensuring that inclusion is embedded in every aspect of school life.

We are looking for a leader who understands that effective SEND provision is rooted in excellent teaching and strong curriculum access, and who is able to work strategically with staff to develop inclusive classroom practice across the school. The successful candidate will be a passionate advocate for inclusion, ensuring that our most vulnerable learners are supported effectively in every classroom and that they feel known, valued and able to succeed.

This role offers genuine scope to influence whole-school improvement. The successful candidate will work closely with senior and middle leaders to ensure that inclusion is central to the school's work on curriculum, behaviour, attendance and student outcomes. We are particularly keen to appoint someone who is able to combine strong strategic thinking with the ability to lead and develop others, building capacity across the staff team.

Our vision at Greyfriars is that we are a Catholic school that champions each and every student so they can flourish individually and collectively. We champion students through teaching them exceptionally well, by setting high expectations and by providing guidance and support when it is needed. We believe that a calm, disruption-free environment combined with a culture of ambition allows students to succeed both academically and personally. Inclusion is therefore not a separate strand of our work, but central to everything we do.

From my own experience, working with students with additional needs is some of the most rewarding work in education. At Greyfriars, we are committed to developing approaches that ensure students feel both supported and inspired, and that joy remains a central part of the school experience. This role provides a significant opportunity to shape that work at a strategic level and to make a lasting difference to the lives of young people.

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Please do not hesitate to contact us should you wish to seek further information. I would be delighted to personally show you around our wonderful school and discuss this important role in more detail.

Yours faithfully

Ms Lyndsey Caldwell

Headteacher

Application Details

We hope you are interested in this exciting opportunity and would like to submit an application form.

To apply for the post of AHT Inclusion please -

- Fully complete the CES application form, ensuring all details are accurate and all declarations are signed via My New Term

For further information, please contact the School Business Manager, Sophie Upellini, s.upellini@gfcs.uk Tel: **01865 749933**

We reserve the right to close this advertisement early if we receive a high volume of suitable applications.

Application closes 4pm 11th May

Interview date: 15th May

Job start: September 2026

As we are a Catholic school, applicants must complete the CES application form in order to be considered for an interview. There is no requirement to be Catholic in order to be successful at an interview. We are committed to equal opportunities.

To comply with the Asylum and Immigration Act 1998 (as amended by S147 of the Nationality and Immigration and Asylum Act 2002) all prospective employees will be required to supply evidence of eligibility to work in the UK.

Greyfriars Catholic School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The successful applicant for any position will be required to undertake an enhanced disclosure via the DBS (disclosure and barring system) and appropriate Right to Work clearances and our recruitment and selection practices.

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Job Title: Assistant Headteacher – Inclusion (SENCO)

Reporting To: Headteacher

Leadership Scale: L12 - L16 £67,898.00 - £75,049.00

Core Purpose

The Assistant Headteacher for Inclusion (SENCO) will provide strategic leadership across the school to ensure that all students, particularly those with SEND, additional needs or vulnerabilities, are able to access a high-quality education and flourish both academically and personally.

The postholder will fulfil the statutory duties of the SENCO in line with the SEND Code of Practice, while leading a whole-school approach to inclusion, ensuring that inclusive practice is embedded in every classroom and that high-quality teaching meets the needs of all learners.

As a member of the Senior Leadership Team, the Assistant Headteacher will contribute to the overall leadership and improvement of the school, ensuring that inclusion is central to curriculum, teaching, behaviour and outcomes.

Inclusion at Greyfriars

At Greyfriars Catholic School, we believe that every child is created with dignity and purpose, and that education should enable each student to flourish individually and collectively. Our commitment to inclusion is therefore central to our mission. We believe that students with special educational needs and disabilities, medical needs and those learning English as an additional language should experience the same ambition, opportunity and belonging as every other member of our community.

Our approach to inclusion begins with excellent teaching in every classroom, supported by thoughtful provision and strong relationships with families and external partners. We are committed to developing a culture where staff feel confident and equipped to meet a diverse range of needs, where students feel understood and supported, and where barriers to learning are identified and addressed with care and determination.

The AHT Inclusion SENCO plays a vital role in leading this work. Through strategic leadership, professional expertise and a deep commitment to the well-being of young people, the successful candidate will ensure that inclusive practice is embedded across the school and that every student is able to participate fully in the life of the community.

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Core Strategic Responsibilities

The AHT for Inclusion will champion a culture in which inclusive practice is understood as the responsibility of all staff and where high-quality teaching is the primary driver of progress for students with SEND.

In addition to the responsibility of class teacher as set out in the relevant job description and the School Teachers Pay and Conditions Document, the AHT Inclusion will also undertake the following duties and responsibilities.

Whole-School Inclusion Leadership:

- Lead the development and implementation of a whole-school inclusion strategy aligned with the school's mission and improvement priorities.
- Ensure that inclusion is understood as a whole-school responsibility, rooted in high-quality teaching.
- Work with senior leaders to ensure inclusion is embedded across:
 - ◆ teaching and learning
 - ◆ behaviour and culture
 - ◆ attendance
 - ◆ safeguarding
- Champion a culture where all students are known, supported and challenged to succeed.

SENCO Responsibilities (Statutory):

- Fulfil all statutory duties of the SENCO in line with the SEND Code of Practice.
- Lead the strategic development of provision for students with:
 - ◆ SEND
 - ◆ medical needs
 - ◆ EAL
- Ensure the consistent use of the graduated approach (Assess–Plan–Do–Review).
- Oversee the quality and impact of SEND provision across the school.
- Act as a key advocate for students with SEND and their families.

Teaching and Learning (Inclusion Focus):

- Promote and secure high-quality, adaptive teaching as the primary driver of progress for students with additional needs.
- Lead professional development on:
 - ◆ SEND
 - ◆ EAL
 - ◆ inclusive classroom practice
- Work with Curriculum Leaders to ensure that the curriculum is:
 - ◆ ambitious
 - ◆ well-sequenced
 - ◆ accessible to all learners
- Ensure that inclusive practice is embedded in every classroom, every lesson.

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Leadership of the Learning Support Team:

- Line manage and develop the Learning Support Team, including:
 - ◆ Deputy SENCO
 - ◆ Teacher of SEND
 - ◆ Teaching Assistants
- Ensure staff are:
 - ◆ well-trained
 - ◆ deployed strategically
 - ◆ focused on promoting independence
- Monitor and evaluate the impact of support and interventions.

Data, Monitoring and Accountability:

- To maintain accurate, detailed records of students with SEND, medical needs and EAL including records of all meetings and ensure that the relevant people are informed.
- Monitor the progress of students with SEND and make adjustments to their support plans as needed
- Use data to identify trends, gaps and priorities for:
 - ◆ SEND
 - ◆ disadvantaged students
 - ◆ vulnerable groups
- Monitor student progress and evaluate the effectiveness of provision.
 - ◆ Ensure robust systems for:
 - ◆ EHCP processes
 - ◆ record keeping
 - ◆ statutory compliance
- Contribute to school self-evaluation and improvement planning.

Multi-Agency and Family Engagement:

- Lead strong partnerships with:
 - ◆ parents and carers
 - ◆ external agencies
 - ◆ local authority services
- Ensure early identification and intervention for students with additional needs.
- Represent the school at multi-agency meetings and ensure coordinated support

Resource Allocation:

- Manage and allocate resources, including teaching assistants, materials, and assistive technology, to support students with SEND
- To lead the budget and work with finance on the best possible use of resources for our children

Whole-School Leadership:

- Contribute to the strategic leadership and daily management of the school

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- Maintain a visible presence and model high expectations across the school
- Support staff development, recruitment and school improvement priorities

Advocacy:

- To be a relentless advocate for the needs and rights of students with SEND and their families within the school and when dealing with external agencies.

Job Activities General

- To undertake such other duties related to the work of the department appropriate to the post, as may be assigned
- To fulfil personal requirements, where appropriate, with regard to school policies and procedures, health, safety and welfare, emergency, evacuation and security.
- To take responsibility for promoting and safeguarding the welfare of students in the school.
- To work positively and inclusively with colleagues so that the school provides a workplace and delivers services that do not discriminate against people on the grounds of their age, sexuality, religion or belief, race, gender or disabilities
- To work flexibly in the interests of the school - this may include undertaking other duties provided that these are appropriate to the employee's background, skills and abilities, safety and welfare, emergency, evacuation and security

Qualifications and Experience

	<i>Essential</i>	<i>Desirable</i>
Qualifications	<ul style="list-style-type: none"> → Degree → Qualified Teacher Status → NOPQ SENCO and experience in SEND 	<ul style="list-style-type: none"> → SEND qualification or further professional qualifications.
Experience	<ul style="list-style-type: none"> → Successful experience of SEN teaching in a secondary school → Use of data to improve learning and promote achievement → Identifying, providing, monitoring and evaluating teaching strategies for students with known barriers to learning → Experience of carrying out the duties of a SENCO 	<ul style="list-style-type: none"> → Delivering effective training to colleagues.
Knowledge and skills	<ul style="list-style-type: none"> → Able to assess, diagnose and respond to the needs of students with a range of learning needs → Ability to motivate students and staff → High standard of teaching and classroom practice → Understanding of SEND categories and high incidence needs → Awareness of the statutory requirements of the Code of Practice → Excellent organisational skills and ability to complete administrative tasks effectively with attention to detail → Excellent oral and written communication skills. 	<ul style="list-style-type: none"> → Understanding of Child Protection matters → Experience of monitoring
Faith Commitment	<ul style="list-style-type: none"> → Caring and compassionate with a willingness to support the distinctive ethos of a Catholic School → An understanding of the role in the spiritual development of students 	<ul style="list-style-type: none"> → Secure understanding of the distinctive nature of a Catholic School
Qualities	<ul style="list-style-type: none"> → A genuine belief in the potential of every student → A passionate commitment to the achievement of students with SEN → Initiative to develop, implement and embed opportunities to maximise the achievement of students with SEN → Enthusiasm to provide strong leadership to the Learning Support Team → A team player → Able to work independently and to meet deadlines → Good influencing and negotiation skills. 	<ul style="list-style-type: none"> → An excellent leader with experience of managing a team of staff.
Personal Characteristics	<ul style="list-style-type: none"> → Willingness to share expertise, skills and knowledge → Willingness to address challenging issues with clarity of purpose and diplomacy → Sensitivity to the aspirations, needs and self-esteem of others 	<ul style="list-style-type: none"> → Prepared to attend national and regional venues for meetings and training sessions

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General

- Commitment to the promotion of equality of opportunity
- Willingness to coordinate and participate in whole school events

References

- Positive recommendation in at least two professional references

**Essential
Employment
Checks (if offer
of appointment
is made)**

- Proof of relevant qualifications:
- Enhanced DBS clearance
- (and overseas police check if appropriate)
- Requirement to complete online Health Screening Assessment
- Documentary evidence of entitlement to live and work in the United Kingdom

- Safeguarding
- First Aid and appropriate certificates from any relevant CPD undertaken

Notes:

- The above will be evidenced by a variety of means including
- Application Form
 - Letter of Application
 - References
 - Interviews

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In addition to the Greyfriars Catholic School will commit to:

- Promoting courteous and respectful relationships with students and staff at all times
- Using their influence with other staff and students to promote high standards of behaviour, ambition and order within the school
- Working to maintain the School at the forefront of educational practice
- To support the Catholic ethos of the PFMAC
- To play a full part in the PPMAC's school community, to support its distinctive mission and ethos and to encourage staff and students to follow this example
- To support the MAC in meeting its legal requirements for worship
- To continue professional development as agreed

The purpose of this Job Description is to set out in general terms the management, purpose and responsibilities of a specific job at Greyfriars Catholic School. It is not intended to be a comprehensive listing of every task that a Greyfriars Catholic School employee might be called upon to undertake. Neither is it a legal document, although it may be referred to in Contracts of Employment.

It will be reviewed at least once every two years and it may be subject to modification or amendment at any time after consultation with the holder of the post.

By my signature, I hereby certify that I have reviewed the attached description of my position and agree to perform the duties described therein. I understand that the PFMAC may make modifications, additions, or deletions to this job description at any time, and will notify me of any changes by sending me a revised copy for my review and signature.

Employee Printed Name: _____

Date: _____

Employee Signature: _____



