

Job Description

School: All Saints CE Primary School

Post Title: Assistant Head Teacher for SEN & Inclusion (Unit Provision)

Responsible to: Headteacher

Grade: Leadership 2 to 6 (£53,069-£58,569)

Purpose of Job

Lead the vision, culture, and day-to-day operation of the provision—ensuring an inspiring, well-matched curriculum, high-quality teaching, and strong progress for all learners. Oversee staff induction, deployment, development, and performance, modelling best practice and driving a culture of high expectations.

Lead on assessment, curriculum planning, behaviour, and safeguarding for the unit, ensuring consistent systems, clear communication, and effective interventions. Work closely with the Headteacher, SLT, families, governors, external professionals, and the Local Authority, champion inclusion across the school, contribute to whole-school development, and ensure the provision meets statutory deadlines, quality assurance requirements, and the highest standards of care and education.

The Assistant Headteacher is responsible to the Headteacher for all matters relating to the Unit Provision within the School.

General Responsibilities

- Promote equality as an integral part of the role and treat everyone with fairness and dignity.
- Promote the welfare of children and support the school in safeguarding them through relevant policies and procedures.
- Deputise and provide management cover in the absence of the Headteacher as required.
- Assist the Headteacher and Senior Leadership Team (SLT) in formulating the school's aims and objectives and policies for their implementation, including the preparation, implementation, and review of the School Development Plan.
- Ensure good staff relationships and effective communication in collaboration with other members of the SLT.
- Assist with the recruitment and interviewing of candidates for posts within the Provision, following safer recruitment practices.
- Share responsibility for maintaining a presence at school related events, liaising with external bodies, and promoting the school positively.
- Carry out reviews with employees in your area in line with Performance Management Review procedures and conduct annual reviews in a timely manner.

- Ensure all duties as per the Deputy Designated Safeguarding Lead responsibility are undertaken.
- Carry out any other duties as reasonably required by the Headteacher.

Core Areas of Responsibility

Leadership

- Responsible for the induction and deployment of staff in your phase.
- Model and ensure all staff understand the school's vision and values.
- Ensure roles and responsibilities are clearly defined and understood.
- Lead team meetings and ensure information is shared between the team and Headteacher/SLT.
- Lead by example to motivate all involved with the school to achieve their potential.
- Provide reports to the Governing Body in line with the meeting cycle, attend Governors' meetings to discuss the area of responsibility, and work with the link governor on visits.

Quality of Education

- Ensure the curriculum map provides an exciting, engaging, well-resourced, differentiated, and well-matched curriculum for all children.
- Ensure resources and staffing promote high standards of achievement, progress, and attainment for all pupils.
- Ensure staff plan carefully to scaffold pupils' learning and develop independence.
- Monitor and regularly review the effects of identified school policies.
- Develop an ethos and culture of a self-evaluating school in line with current OFSTED requirements.
- Quality assure books and marking in accordance with the staff handbook.
- Become an instructional coach within your phase and monitor quality of teaching and learning through drop-ins.
- Promote the framework for the inclusion of unit provision children in mainstream.
- Ensure the learning environment in your phase is stimulating, orderly, and safe.
- Ensure assessment systems are in place which accurately track pupil progress and attainment.
- Ensure all pupils, classes, and phases have individual targets for attainment.
- Support in conducting pupil progress meetings to identify pupil success and those individuals for whom progress and attainment are an issue.
- Target support for key groups across the phase through interventions.
- Ensure learning environments are engaging, stimulating, and display students' work.
- Ensure all non-negotiables are in classrooms.
- Manage phase shared areas so they are tidy, purposeful, and reflect the achievements of the pupils.

Behaviour, Attitude, and Personal Development

- Monitor and evaluate behaviour for your phase. Attend behaviour meetings linked to children within your phase.
- Liaise with the well-being team on attendance and individual pupil/family safeguarding concerns.
- Ensure a rigorous and coherent team approach to communicating with parents.
- Be the next point of contact with parents in dealing with pupil behaviour/progress issues.
- Provide a range of opportunities for parents to support and engage with their child's learning (curriculum afternoons, parents' evenings).
- Ensure links with parents are strong and that there is communication about assemblies, productions, trips, etc.
- Identify key areas where parental support is required to enhance outcomes and provide training.
- Provide opportunities to strengthen the number and impact of parental volunteers throughout the phase.

Administrative

- Ensure the effective and efficient operation of your phase day-to-day.
- Ensure the phase meets all calendar and quality assurance deadlines.
- Ensure the phase provides all calendar and event information in a timely manner.
- Respond to statutory deadlines such as annual reviews, admissions, consultation papers, etc.
- Support the transition of children in and out of your phase, including those who join mid-year.
- Ensure deadlines are met in relation to contributions to the website and the electronic newsletter.
- Provide the community with regular updates via school websites and social media channels, with support from the Communication & Marketing Team.

Working with Colleagues and Other Relevant Professionals

- Collaborate and work with colleagues and other relevant professionals within and beyond the school.
- Maintain effective relationships with the Local Authority and other educational institutions.
- Maintain good relationships with parents and ensure effective communication at all times.
- Participate in appropriate administrative and organisational tasks to ensure the smooth running of the school.

Whole School Organisation, Strategy, and Development

- Contribute to the development, implementation, and evaluation of the school's policies, practices, and procedures to support the school's values and vision.
- Work with others on curriculum and/or pupil development to secure coordinated outcomes.

- Support the Headteacher in promoting the ethos of the school.
- Contribute to the development and coordination of a particular area of the curriculum.
- Ensure that school policies are reflected in daily practice.

Other Information

- An annual review of the job description and allocation of particular responsibilities will take place as part of the Performance Management Review.
- This job description sets out the main duties of the post at the time of drafting. It cannot be read as an exhaustive list and may be altered at any time in consultation with the post holder.

Person Specification

Assistant Headteacher for SEN & Inclusion (Unit Provision)

Education and Qualifications

- Qualified teacher status (Essential)
- National Award for SEN coordination/NPQSEND or a willingness to complete it within 3 years of appointment (Essential)
- Evidence of appropriate professional development in SEN such as; TEACCH, PECS etc (Essential)
- Evidence of recent relevant professional development (Desirable)
- Evidence of appropriate professional development in school leadership and management (Desirable)

Experience

- Minimum of 5 years teaching experience (Essential)
- Experience of successful curriculum development and leadership (Essential)
- Experience of teaching pupils with special educational needs, in particular Communication and Interaction needs or ASC (Essential)
- Experience of effective working with a variety of stakeholders (Desirable)
- Experience of the effective use of assessment and analysis in raising standards (Essential)
- Experience of the role of DSL or DDSL (Essential)
- Experience of conducting training/leading INSET (Desirable)

Knowledge and Understanding

- Sound knowledge of the SEND Code of Practice (Essential)
- Knowledge of the Early Year curriculum, The National Curriculum and Curriculum pathways used to support children with complex SEN needs. (Desirable)
- Understanding of what makes 'quality first' teaching, and of effective intervention strategies (Essential)

- Data analysis skills, and the ability to use data to inform provision planning (Essential)
- Good record-keeping skills (Essential)
- Thorough, up-to-date knowledge of the range of teaching, learning, and behaviour management strategies and how to implement them effectively (Essential)
- Thorough understanding of the national curriculum and a range of assessment requirements and arrangements, including Pre-Key Stage assessments (Essential)
- Knowledge of legal requirements, national policy, and guidance on the safeguarding of children (Essential)

Skills

- Well organised (Essential)
- Ability to deal with parent/carers queries effectively (Essential)
- Analyse and interpret data regarding the progress of SEN pupils (Desirable)
- Seek and take advice from external bodies (Desirable)
- Ability to prioritise and manage time effectively (Essential)
- Ability to make use of ICT to support pupils' learning (Desirable)

Leadership

- Ability to motivate and support other staff (Essential)
- Ability to be a role model for staff and students (Essential)

Personal Qualities

- Positive, enthusiastic, confident, able communicator who can implement effective strategies for securing improvement (Essential)
- Ability and drive to work independently and as part of a team (Essential)
- Up-to-date knowledge of SEN educational issues (Essential)
- Effective organiser who can get the most from human and material resources through their development and deployment (Essential)
- Ambitious and diligent professional who can motivate and inspire others, including teachers, parents, pupils, and governors (Essential)
- Prepared to be involved with and develop the whole life of the school and the local community (Essential)
- Experience of developing initiatives (Essential)
- Experience of chairing meetings with colleagues and/or other agencies (Essential)
- Experience of monitoring and evaluating teaching and learning (Essential)
- Commitment to equal opportunities and securing best outcomes for pupils (Essential)
- Committed to promoting the ethos and values of the school (Essential)
- Ability to work under pressure and prioritise effectively (Essential)
- Commitment to maintaining confidentiality at all times, safeguarding, and equality (Essential)