

Job Description and Person Specification

Assistant Headteacher for Inclusion/SENCO

Job details	
Job title	Assistant Headteacher for Inclusion/SENCO
School	NWIJS
Grade	L1-4 - £51,772 - £55,746
Hours	32.5 hours per week, all year round
Responsible to	Responsible to Broad Horizons Education Trust Executive Team / Central Education Team / Headteacher
Effective date	September 2026

Role and context

Main purpose

The Inclusion Assistant Headteacher will not usually have their own class, but will have a timetabled teaching commitment, complying with the Teachers' Standards and modelling excellent practice for others. Where necessary and/or impactful, the Inclusion Assistant Headteacher will undertake cover of classes and groups of children, lead intervention groups and team teach alongside colleagues.

In addition to the roles and responsibilities of class teachers at the school, the Inclusion Assistant Headteacher will work with the Executive Headteacher and Deputy Headteacher to have a significant role in:

- Formulating, communicating and delivering the school's vision, values and ethos;
- Day-to-day management of the school;
- Formulating and implementing the strategic and operational priorities, aims and objectives of the school;
- Establishing, promoting and upholding policies, procedures, systems and processes for achieving the above;
- Managing staff, resources, time and budgets in order to achieve the above;
- Monitoring and evaluating progress towards the achievement of objectives and using this to inform school improvement priorities.

The Inclusion Assistant Headteacher will also be required to:

- Support the Leadership team with Pupil-Premium and progress of disadvantaged pupils;
- Contribute to subject leadership of relevant curriculum areas (for example Life Skills and RSE);
- Effectively manage budgets and financial procedures relevant to SEND and Inclusion;
- Work with the Trust and Local Governance Committee as appropriate;
- Deputise for the Headteacher, in the absence of the Deputy Headteacher
- Undertake any professional duties reasonably delegated by the Headteacher.

Where SEND is referred to, it includes all areas of Special Educational Needs and disability (for example medical, social, emotional, mental health, cognition, learning, communication, interaction, sensory and / or physical needs.)

Key Accountabilities

As the designated SENCO, the Inclusion Assistant Headteacher will be responsible for:

- Strategic leadership, management and development of SEN policy and provision, including teaching, learning, assessment, pupil progress and outcomes for pupils with SEND;
- Day-to-day operation of the SEN policy and provision for pupils with SEND or additional barriers to learning;
- Providing professional guidance, advice and support to colleagues;
- Working closely and communicating effectively with staff, parents / carers, external agencies and professionals, including relevant website content and reports;
- Maintaining an accurate and up-to-date SEND register and provision map;
- Implementation of the graduated approach to SEN support;
- Identification of pupils with SEND and securing relevant services;
- Effective monitoring and review of SEND provision, including interventions, support plans and EHCPS;
- Completion of relevant documentation for SEND;
- Making sure the school fulfils all statutory duties regarding the SEND Code of Practice, Equality Act 2010 and other relevant frameworks and guidance;
- Supporting with admissions and transition for pupils with SEND;
- Supporting with administration of any statutory assessments, moderation and tests for pupils with SEND and barriers to learning, including reasonable adjustments.

As the designated Teacher for LAC, the Inclusion Assistant Headteacher will be responsible for:

- Being a central point of initial contact within school for LAC;
- Ensuring that LAC children aren't placed at a disadvantage and are given the support they need to succeed;
- Setting high expectations and promoting a culture of prioritising support for LAC pupils;
- Advising and supporting colleagues on effective strategies and adaptation for LAC pupils;
- Attending reviews, providing reports and feedback, preparing relevant documentation (including PEP);
- Working collaboratively and communicating effectively with pupils, parents / carers, guardians, external agencies, virtual school head (VSH), Local Authority, social workers and other relevant professionals.

As Alternate Designated Safeguarding Lead (ADSL), the Inclusion Assistant Headteacher will work under the direction of the DSL and alongside other ADSLs to support with:

- Fulfilling the requirements outlined in the latest version of Keeping Children Safe in Education (KCSIE).
- Particularly as identified in 'Annex C: Role of the designated safeguarding lead';
- Support and advise staff to carry out their safeguarding duties;
- Liaise closely with children's social care and other agencies and services including the LA and Police;
- Respond to disclosures and inform the Executive Headteacher of any possible allegations or Low Level Concerns;

- Complete relevant DSL training, at least biennially, and comply with the training requirements of KCSiE;
- Act as the DSL in the absence of other ADSLs

Duties and Responsibilities

Under the direction of the Headteacher or Deputy Headteacher, the Inclusion Assistant Headteacher will:

Teaching and Learning, Curriculum and Assessment

- Develop and lead effective use of high-quality resources, scaffolding, adaptations and responsive teaching to facilitate inclusion and access to the curriculum for all pupils particularly those with identified barriers to learning including SEND, EAL and disadvantage;
- Develop and maintain high quality learning environments related to SEND, EAL and inclusion;
- Support development of an inclusive curriculum that is accessible and challenging for all pupils.

Behaviour

- Encourage and develop high standards of behaviour from all pupils, built on rules and routines that are understood by staff and pupils and clearly demonstrated by all adults in school;
- Work with the Deputy Headteacher to collect, track, analyse, report on and use a range of data relating to behaviour incidents to inform systems, processes, strategies, practices and policies across the school;
- Promote a relational approach to behaviour management and support others to be successful with this;
- Undertake Norfolk Steps Lead Professional training, enabling the leading of training to others within school

Staff Management and Professional Development

- Line manage and performance manage designated teams of staff (teachers, teaching assistants and support staff) including carrying out appraisals and holding staff to account for their performance;
- Manage staff well with due attention to workload;
- Source, organise and deliver high-standard professional development opportunities for staff;
- Use coaching and mentoring to empower and develop staff;
- Provide regular, meaningful and timely feedback for staff;
- Keep up to date with and share, as appropriate, developments in education;
- Proactively seek and engage with training, professional reading and opportunities for continual professional development to meet own needs.

Organisational Management and School Improvement

- Ensure effective use of budgets and resources;
- Establish and oversee systems, processes and practice documents relating to inclusion so the school operates effectively and efficiently;
- Write, implement, monitor, evaluate and measure impact of (short, medium and long term) strategies, strategic development plans, action plans and relevant documentation for areas of

responsibility including contributing to the school improvement strategy, self-evaluation and school development plan;

- Lead and support wider staff with a full range of monitoring and evaluation activities including lesson observations, drop-ins, learning walks, book / work scrutiny, data analysis and pupil/staff voice;
- Identify problems and barriers to school effectiveness, and develop strategies for school improvement that are realistic, timely and suited to the school's context;
- Make sure school improvement strategies are effectively implemented, monitored and measured.

Please note that this job description is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the Inclusion Assistant Headteacher will be required to carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the Executive Headteacher. Similarly, not all of the above duties will need to be performed all of the time and will vary according to the needs of the school at different points. The specific focus for the Inclusion Assistant Headteacher's work will be negotiated and agreed at the beginning of each appraisal cycle.

Conditions of employment

The above responsibilities are in accordance with the current School Teachers' Pay and Conditions Document in terms of duties and working time and are also subject to any local agreements and Trust guidance on interpreting conditions of service.

Review and Amendment

This job description is normally subject to annual review. Subject to the provisions of the School Teachers' Pay and Conditions Document it may be amended at the request of the Trust or the Executive Headteacher but only after full consultation between them. It will be signed if agreement is reached.

Complaints

If, following review and amendment, agreement is not reached, the appropriate procedures should be used for the settling of any disputes.

Where the role holder is disabled every effort will be made to supply all necessary aids, adaptations or equipment to allow them to carry out all the duties of the role. If, however, a certain task proves to be unachievable, job redesign will be given full consideration.

Note: This job description may be amended at any time in consultation with the postholder.

Person specification

	Essential	Desirable
Qualifications and training	<p>The successful candidate will:</p> <ul style="list-style-type: none"> • Have QTS. • Degree or equivalent • Already hold or be willing to undertake SENCO qualification within the first three years of being appointed 	<p>In addition, the successful candidate may:</p> <ul style="list-style-type: none"> • Have a relevant leadership qualification (eg NPQML, NPQSL, NPQH). • Have undertaken training relevant to the post. • Have undertaken DSL training • Have undertaken designated teacher for LAC training
Experience	<p>The successful candidate will have experience of:</p> <ul style="list-style-type: none"> • Teaching in a school environment for five years or more, demonstrating exemplary practice. • Successful leadership and management in a school at a middle leadership level related to SEND or Inclusion including working well under pressure, prioritising and effective delegation • Leading or managing other staff members in a school environment. • Managing, monitoring and evaluating the quality of teaching and learning. • Contributing to whole-school self-evaluation. • Assisting in developing school policies. • Effectively supporting pupil wellbeing and managing behaviour. • Involvement in school improvement including self-evaluation, development planning and external quality assurance. • Effectively managing difficult conversations. • Responding to parental and external complaints, concerns and feedback. 	<p>In addition, the successful candidate may also have experience of:</p> <ul style="list-style-type: none"> • Working as a designated SENCO within an education setting. • Assisting with appraisal reviews or overseeing the induction process. • Responsibilities of a Deputy / Designated Safeguarding Lead. • Effective management of budgets and compliance with financial procedures. • Working in more than one school and / or a school(s) with similar

		characteristics to ours.
Knowledge and skills	<p>The successful candidate will have the ability to:</p> <ul style="list-style-type: none"> ● Understanding of high-quality, inclusive and responsive teaching and learning for pupils with SEND and the ability to articulate and model this in order to support others to improve, including use of specific strategies ● A positive, relational approach to behaviour management and understanding of a range of strategies to support pupils with SEND, staff and parents / carers in meeting high standards in this area. ● Effective communication and interpersonal skills with a range of audiences and purposes. ● Understanding of safeguarding and child protection requirements. ● Skills, knowledge and understanding relevant to SEND and inclusion (e.g. SEND Code of practice, Graduated Approach, Local Offer, Ofsted requirements, admissions, transition, attendance, alternative / specialist provision, resources, adaptations, reasonable adjustments). ● Strong understanding of assessment related to SEND and effective use of a range of data to raise standards ● Understanding of requirements for Looked-After and Previously Looked-After Children. 	<p>The school would also like the successful candidate to:</p> <ul style="list-style-type: none"> ● Engage with wider professional reading, research and evidence based practice. ● Awareness and understanding of child development, attachment and developmental trauma.
Personal qualities	<ul style="list-style-type: none"> ● Child-centered and relational with high expectations for all. ● Approachable, empathetic and nurturing. Listens and responds to others. Remaining calm at all times. ● Self-awareness. Honesty when making mistakes and able to learn from them. Able to ask for help. ● Strong moral purpose and clear personal values in line with those of the school – team fit. ● Adaptable, innovative, positive, pro-active and solution focused. ● Commitment to safeguarding, equality, inclusion, confidentiality and wellbeing. 	