

Assistant Headteacher/SENCO

Job Description & Person Specification



RENAISSANCE EDUCATION
Specialist Therapeutic Schools



Approved by: Jayson Rawlings

Last reviewed on: September 2025

Next review due by: September 2026

Title: Assistant Headteacher/SENCO

Salary: L1 – L6 (£51,771 – £58,969)

Hours/Basis: 40 hours per week - 39 weeks

Contract type: Full time

Reporting to: Headteacher

Responsible for: Lower School Teachers & Learning Support Assistants as part of Renaissance Education staffing structure.

Job Title

Assistant Headteacher and SENDCO

Purpose & Objective

The Assistant Headteacher and SENDCO will:

Demonstrate effective leadership for SEND across the school

Establish and maintain a unified purpose to the SEND provision across the school

Have strategic oversight for the provision of students with medical needs

Maintain and enhance the culture that is both supportive and aspirational, ensuring barriers to learning are removed and the needs of SEND students are met, helping them to achieve

Ensuring the school meets the statutory provision according to the SEND Code of Practice(2015).

Establishing highly effective working practices with staff, parents and students.

Supporting leaders and teachers by setting challenging targets and developing clear improvement plans and systems, where the impact of actions can be shown.

Using data to support, monitor, evaluate and enhance aspects of provision and support.

Working with positivity, determination, optimism, humour, commitment and a relentless approach to fulfil our school improvement aims.

Fulfil the professional responsibilities of a teacher where required modelling excellent practice and meet the expectations of the Teacher Standards.

Support the school in its commitment to supporting the SEND community and local community.

Key Accountabilities

Leadership and Management – A member of the senior leadership team (SLT) required to take a shared responsibility for providing vision, strategic direction, and leadership to the school by working collaboratively with the Headteacher, Deputy Headteacher and senior colleagues in accordance with shared values to contribute to improvement plans and desired outcomes. Will have line management responsibility.

Teaching and Learning – Lead teaching and learning (SEND) to support the achievement of students, taking specific responsibility for SEND, use of support and interventions. Providing Teaching and Learning sessions and workshops for all staff to ensure SEND and quality first teaching remains a priority and high strength of the school. Be a successful and reflective teacher through your own teaching timetable (approximately 50%)

Behaviour and Attendance – Support the Pastoral Manager within the school in order to support the achievement of students, using informed SEND knowledge to provide the Pastoral Manager with interventions for behaviour and attendance related to needs. Liaising with parents, carers and other professionals to support attendance to school. Developing and supporting behaviour management across the school in line with schools ethos, values and policies.

Safeguarding – to support SLT with the safety of the students, school and staff as per school policies. Liaising with parents, carers and professionals to ensure safeguarding is a priority across the school. Developing safeguarding within the curriculum to ensure students are able to keep themselves safe and understand the support they can access as and when needed.

Community – Promote and model excellent relationships with parents and carers. Ensure the relationships are based on mutually supportive partnerships to improve pupils' learning, engagement, and achievement. Develop the students interactions and exposure to the community. Support the schools commitment to a community school and make links with community events, projects and opportunities. Develop relationships with local schools, both mainstream and specialist to promote positive opportunities for students.

Key Responsibilities and Duties

Leadership and Management

- Contributes to the effective day to day management of the school, including the recruitment and induction of new staff, developing, and implementing policies, leading staff meetings, hosting and organising whole school events.
- Act as a role model for others striving for excellence in all areas of the post.
- Undertakes responsibility for the school in the absence of the Deputy Headteacher and Headteacher when required.
- Undertakes the professional duties of other members of the leadership team in his/her absence as required.
- Plays an integral role in formulating the aims and objectives and implementing strategic plans of the school.

- Leads and manages staff, providing support, guidance, and challenge.
- Carries out Line Management responsibility to ensure support for pupil's SEND needs, progress, achievement, wellbeing, and positive behaviour.
- Leads change and innovation where appropriate, including leading and contributing to the school's response to national initiatives.
- Contributes to governance reporting in relation to SEND, interventions and quality first teaching.
- Contributes to the professional development of staff including coaching and mentoring.

Teaching and Learning

Attainment and Progress & Accountability

- Ensure that the quality of learning, teaching and wellbeing is the main focus.
- Analyse the performance of SEND students to inform future improvement plans.
- Work with others to ensure all students with SEND have access to the full curriculum, provide key support for SEND students and parents in preparation for key stage transitions.
- Maintain accurate and comprehensive records of student progress in SEND.
- Implement informed robust intervention strategies to support progress and wellbeing.
- Produce and maintain reports as required, analysing student outcomes, and present these to SLT and Governing body members where appropriate.
- Support examinations Access Arrangements, in collaboration with support staff
- Liaise closely with senior and middle leaders to ensure that targets for whole school outcomes and progress are met in line with performance indicators.
- Present a coherent and accurate account of performance on identified areas in a form appropriate to a range of audiences (students, staff, SLT, Parents, Governor).

Leading Teaching and Learning and CPD

- Work in partnership with the SLT group to ensure Quality first teaching.
- Support classroom teachers to ensure that teaching and learning, assessment and planning for students with SEND is highly effective.
- Be an effective and reflective teacher and expect to teach a timetable in line with the Assistant Headteacher role. Provide and/or contribute to oral and written assessments, reports and references relating to individual students and your own groups of students.
- Use a variety of teaching methods, including ICT, which sustain the momentum of pupils' work and keep all pupils engaged within your own lessons.

- Use a variety of delivery methods, which will stimulate learning appropriate to student needs and the demands of the syllabus.
- Take part in parents' evenings, referrals and lead SEND parent/carer forum.
- Maintain the highest professional standards as set out in the Teachers' Standards document.
- Ensure a culture and ethos of support and appropriate challenge for students with SEND is present in classrooms and the SEND rooms, enabling all students and staff to fulfil their potential.
- Establish creative, responsive, and effective approaches to learning and teaching that support the needs of students.
- Monitor, evaluate and review classroom practice, promote improvement strategies, challenge underperformance, and ensure effective corrective action and follow-up.
- Maintain an up-to-date knowledge of SEND related educational research to inform practise.
- Contribute to whole school and wider CPD programmes.

School Systems and Processes

- Ensure that the school's systems and processes are well considered, efficient and fit for purpose.
- Provides a safe, calm and well-ordered environment for all students and staff.
- Values excellent practice by contributing to the school's rigorous, fair and transparent systems.

Reflection and Innovation

- Champions best practice and securing brilliant outcomes for all students regardless of background.
- Continually reflects and assesses progress towards targets, and explores creative strategies, to strengthen the impact of provision.
- Develops strong relationships with colleagues in local and national networks to improve academic and social outcomes for all students.
- Shapes the current and future quality of the teaching profession through high quality training and sustained professional development for all staff.
- Inspires and influences others to believe in the fundamental importance of education in young people's lives and to promote the value of education

Other duties and responsibilities

All staff are expected to:

- follow the School's Safeguarding policy and procedures, to ensure the well-being of all students in their care is their highest priority.
- actively support the ethos of the School.
- contribute to the day-to-day running of the School and follow its policies and procedures.
- contribute to the extra-curricular provision in the School.
- organise and prepare for all lessons and share good practice with colleagues wherever possible.
- take an active role in ensuring the realisation of the School Development Plan.
- teach lessons which meet students' specific learning needs, assess, monitor and record progress and be up-to-date with curriculum developments.
- lead by example and embody the ethos of the School.
- undertake any other duty deemed reasonable by the Headteacher

Knowledge, Skills and Experience

- Proven Leadership experience within a school environment as part of a Senior Leadership Team.
- Relevant and recent experience within SEMH and/or ASC special education provision
- Qualifications – QTS, SENDCo (NASENCO/NPQSEN)
- Commitment to the role and children and young people
- Experience of SENCo within a special school setting
- Demonstrate their desire to place children and young people at the centre of all they do
- Positive can do attitude
- Work creatively
- Work collaboratively with all members of the School community
- Excellent interpersonal skills
- Excellent ICT skills
- This role is seeking someone that exemplifies the vision of the school and the values including Kind, Safe, Respectful and Hardworking.

Professional development

- Take part in the school's appraisal procedures
- Participating in arrangements for further training and professional development

as appropriate, including undertaking training and professional development which aim to meet needs identified in appraisal objectives or in appraisal statements.

- Complete yearly PRICE, Positive Behaviour Support Training successfully.
- Where appropriate, take part in the appraisal and professional development of others

Personal and professional conduct

- Uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school
- Have proper and professional regard for the ethos, policies and practices of the school, and maintain high standards of attendance and punctuality
- Understand and act within the statutory frameworks setting out their professional duties and responsibilities

REVIEW AND AMENDMENT

This job description is normally subject to annual review. It may be amended at the request of the Head Teacher or the post holder but only after full consultation with the post holder. It will be signed if agreement is reached.

COMPLAINTS

If, following review and amendment, agreement is not reached, the appropriate procedures as adopted by the governing body/executive team should be used for the settling of any disputes.

The Assistant Headteacher/SENCO will be required to safeguard and promote the welfare of children and young people and follow school policies and the staff code of conduct. Teachers are required to report all safeguarding concerns to the DSL and record these on MyConcern in line with the schools Child Protection Policy.

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the teacher will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the headteacher or line manager.

Person specification

Method of Assessment (M.O.A.)

A.F. = Application Form; I = Interview; T = Test or Exercise; C = Certificates

Criteria	Qualities	MOA
Qualifications and experience	Qualified teacher status Degree Successful teaching experience at KS2 or KS3 Experience of working in an SEN setting/ with SEN children is desirable. NASENCO Award (L7) or NPQSEN Level 7 Assessment Qualification (Desirable)	A.F./C & I
Skills and knowledge	Knowledge of the National Curriculum A knowledge of the SEND Code of Practice Knowledge of effective teaching and learning strategies including adaptive teaching A good understanding of learning styles, assessment and evaluation. Ability to support pupils in recognising and celebrating their achievements Good classroom management An understanding of SEN needs including Autism and Social, Emotional, Mental Health. Ability to adapt and differentiate the learning experience and teaching to meet pupils' needs Ability to build effective working relationships with pupils and colleagues Knowledge of guidance and requirements around safeguarding children Knowledge of effective behaviour management strategies to promote positive pupil behaviour Good ICT skills, particularly using ICT to support learning Ability to organise and lead the work of support staff Enthusiasm and creativity for new initiatives Demonstrate a high level of written and oral communication skills Promote the ethos of our school	A.F./C/I & T
Personal qualities	A passion for teaching, especially young people with SEND A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school A warmth and sensitivity in relationships with both children and adults	A.F./C & I

	High expectations for children's attainment and progress Ability to work under pressure and prioritise effectively Commitment to maintaining confidentiality at all times Commitment to safeguarding and equality A flexible approach	
Other	A commitment to improving opportunities for those with SEND including families and the community Commitment to own continuous professional development Commitment to Equal Opportunities Excellent references regarding performance as a class teacher Willing to work at either of the schools in the Federation Able to demonstrate suitability to work with children. This will include motivation, ability to maintain appropriate relationships with children, emotional resilience to challenging behaviour, and attitudes to the use of authority and maintenance of discipline. Enhanced Disclosure	A.F./C & I

Working time

A full-time teacher shall be available for work for 39 weeks in any given year of which 38 weeks shall be on which she/he may be required to teach pupils, in addition to carry out other duties.

Subject to this, a full-time teacher shall be available to perform such duties at such times and such places as may be specified by the head teacher for 39 weeks in any year (12 months from September 1st), excluding time spent in traveling to or from the place of work.

A teacher shall, in addition work such additional hours as may be needed to be enable her/him to effectively discharge her/his professional duties, including marking of pupils' work, authoring reports on pupils and the preparation of lessons, teaching materials and teaching programmes.

The teacher will be entitled to 10 per cent PPA time, ECT's will be entitled to 20% PPA time. Renaissance Education will be using PPA at home time as agreed with the Headteacher, however, this may need to change where the Headteacher requires.

The job description will be reviewed on an annual basis. In addition, it may be amended at any time, after consultation with you. The teacher should sign both copies of this job description, one to be retained and one for the head teacher

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

This role is subject to references and an enhanced DBS check.

Declaration

I _____ (Insert Full Name) have received, reviewed and fully understand the job description for the Assistant Headteacher/SENCO position at Renaissance Education/

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I further understand that I am responsible for the satisfactory execution of the essential functions described there in under any and all conditions described.

Employee Name (Please print full name) _____

Employee Signature _____ Dated _____

Headteacher/line manager _____ Dated _____