Summerswood Primary School

Job Description – Assistant Headteacher (Inclusion)

Purpose of the Role

The Assistant Headteacher for Inclusion will provide strategic leadership for inclusion across the school, ensuring high standards, ambitious expectations, and excellent outcomes for all pupils, particularly those with Special Educational Needs and Disabilities (SEND) and other vulnerable learners.

As a key member of the Senior Leadership Team, the postholder will lead the development of inclusive teaching and learning across the school, oversee SEND provision and statutory responsibilities, and provide leadership for support staff and wider inclusion practices. The role will ensure that pupils with SEND access an ambitious, broad and balanced curriculum, and achieve strong outcomes from their individual starting points.

Working closely with senior leaders, teachers, support staff, families, Governors and external professionals, the Assistant Headteacher for Inclusion will champion the school's positive, relational ethos, ensuring that inclusion is embedded throughout the culture, curriculum, and daily practice of the school.

The postholder may be required to undertake a teaching commitment at the discretion of the Headteacher, in line with the needs and priorities of the school.

Key Responsibilities

Strategic Leadership of Inclusion

- Lead the whole-school inclusion strategy, ensuring inclusive practice is embedded in teaching, learning, behaviour systems, and pastoral support.
- Contribute to the development, implementation, and evaluation of the School Improvement Plan, ensuring inclusion priorities drive improved outcomes for pupils.
- Work as a member of the Senior Leadership Team to promote high expectations, equity, and excellence for all pupils.
- Champion a school culture where inclusion is everyone's responsibility, ensuring that barriers to learning are identified and addressed early.
- Lead the development, implementation, and monitoring of the school's SEND and inclusion policies in line with the SEND Code of Practice.
- Keep up to date with national and local developments in SEND, inclusion, safeguarding, and educational best practice.

SEND Leadership & Statutory Responsibilities

- Fulfil the statutory role of SENCO, ensuring the school meets its responsibilities under the SEND Code of Practice.
- Lead the identification, assessment, and provision for pupils with SEND.
- Ensure accurate and timely completion of Education, Health and Care Plan (EHCP) processes, annual reviews, and statutory documentation.
- Oversee and monitor the SEND register and ensure robust implementation of the Assess–Plan–Do–Review cycle.
- Provide regular reports and updates to the Governing Board regarding SEND provision, outcomes, and strategic priorities.
- Work collaboratively with Inclusion Leads and the DSPL6 network to share best practice and strengthen provision.

Inclusive Teaching & Learning

- Lead the development of high-quality inclusive teaching practices across the school.
- Support teachers to ensure pupils with SEND can access the full breadth of the curriculum through effective adaptive teaching and curriculum design.
- Monitor the quality of teaching and learning for pupils with SEND and other vulnerable groups, ensuring high expectations and strong outcomes from their starting points.
- Work with subject and curriculum leaders to ensure the curriculum remains ambitious, accessible, and inclusive for all learners.
- Contribute to pupil progress meetings, analysing data and advising staff on strategies to support pupils who require additional support.
- Promote evidence-informed approaches to scaffolding, intervention, and adaptive teaching.

Leadership of Support Staff

- Provide strategic leadership for teaching assistants and other inclusion support staff.
- Line manage and develop staff providing targeted or 1:1 support for pupils with EHCPs and additional needs.
- Ensure support staff are deployed effectively to complement and strengthen classroom teaching rather than replace it.
- Support the professional development of support staff to strengthen inclusive classroom practice and intervention delivery.

Provision & Pupil Outcomes

- Ensure ambitious expectations and high-quality provision for all pupils with SEND and additional needs.
- Monitor and evaluate the impact of interventions and provision, ensuring they are evidence-informed and improve pupil outcomes.
- Ensure provision enables pupils to make strong progress from their individual starting points.
- Support effective transition arrangements between classes, key stages, and settings.
- Work with school leaders to ensure pupils on reduced timetables or alternative provision are appropriately supported, monitored, and reviewed.

- Maintain accurate and effective record keeping systems to support monitoring and accountability.

Working With Families & External Professionals

- Build strong, positive relationships with parents and carers, ensuring collaborative planning and clear communication.
- Liaise effectively with external agencies, specialists, and local authority services to secure high-quality advice and provision.
- Ensure recommendations from external professionals are implemented effectively and evaluated for impact.
- Support families in navigating SEND processes and accessing appropriate support.

Staff Development & Professional Learning

- Lead professional development across the school on SEND, inclusion, adaptive teaching, and relational approaches to behaviour.
- Coach and support teachers to strengthen inclusive classroom practice.
- Promote a culture of shared responsibility for inclusion across all staff.

School Ethos & Wider Contribution

- Play a key role in maintaining the school's inclusive culture, relational practice, and positive behaviour approach.
- Contribute to whole-school leadership, safeguarding responsibilities, and strategic decision making as a member of the Senior Leadership Team.
- Support the wider life of the school and contribute to school improvement initiatives.
- Undertake any additional duties reasonably delegated by the Headteacher.
- Participate in the annual review of the job description as part of the appraisal process.

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Person Specification – Assistant Headteacher (Inclusion)

Criteria	Essential	Desirable
Qualifications	Qualified Teacher Status (QTS)	National Award for SEN Coordination (NASENCo) or willingness to complete
	Degree or equivalent	Additional SEND / inclusion qualifications
Leadership Experience	Experience of leading SEND provision in a primary setting	Senior leadership experience
	Experience contributing to whole-school improvement	Experience leading inclusion across multiple phases or schools
Knowledge & Understanding	Secure knowledge of the SEND Code of Practice	Knowledge of national inclusion developments
	Understanding of adaptive teaching and inclusive classroom practice	Experience of evidence-based intervention programmes
	Understanding of safeguarding and relational approaches to behaviour	Understanding of trauma-informed practice
Skills & Professional Practice	Ability to lead and inspire staff to improve inclusive practice	Experience coaching teachers
	Ability to analyse pupil progress data to inform provision	Experience leading whole-school CPD
	Strong organisational and administrative skills to manage statutory processes	
	Ability to work collaboratively with families and external professionals	
Leadership & Personal Qualities	Commitment to inclusive education and high expectations for all pupils	
	Ability to build strong relationships with staff, pupils and families	
	Resilience, professionalism, and strong communication skills	
	Commitment to the ethos and values of the school	