



JOB DESCRIPTION

Assistant Headteacher - SENCO

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| REPORTS TO: | Deputy Headteacher |
| PAYSCALE: | Leadership Point 13-18 |
| LOCATION | Epping St. John's Church of England School |
| TERMS | You will be required to meet the general requirements of this post as specified in the School Teachers' Pay and Conditions Document. In addition, you will be required to fulfil any reasonable expectations from the Headteacher. |
| CONTRACT: | Permanent, Full time – April 2026 Start |

PURPOSE OF THE JOB

The Assistant Headteacher (Inclusion & SEND) will provide strategic leadership of inclusion and Special Educational Needs and Disabilities (SEND) across the school. As a member of the Senior Leadership Team, the postholder will be accountable for the quality of provision, equity of access and measurable outcomes for pupils with SEND and other vulnerable groups.

The role combines statutory SENCO responsibilities with whole-school leadership of inclusive practice. The postholder will ensure that inclusion is embedded within curriculum design, behaviour systems, teaching and learning, and school improvement planning. They will drive a culture of high aspiration, ensuring that vulnerable learners achieve outcomes in line with their peers.

The Assistant Headteacher will translate strategic priorities into consistent operational practice, build leadership capacity across departments and hold colleagues to account for the progress and experience of SEND pupils.

Strategic Leadership of Inclusion

- Lead and implement the school's Inclusion and SEND strategy in alignment with the School Development Plan and Trust priorities.
- Be accountable for outcomes of pupils with SEND, including Progress 8, attainment measures and post-16 destinations.
- Reduce internal gaps between SEND and non-SEND pupils through targeted, evidence-informed strategy.
- Promote a culture of high expectations where all teachers are responsible for SEND provision.
- Provide termly strategic reports to SLT, Governors and the Trust on inclusion, compliance and impact.

Behaviour, Attendance and Inclusion

- Monitor and analyse behaviour, suspension and attendance data for SEND and vulnerable cohorts.
- Lead strategies to reduce disproportionate suspensions and ensure reasonable adjustments are embedded within behaviour systems.
- Oversee Alternative Provision placements, quality assurance and reintegration pathways.
- Work with pastoral leaders to support emotionally attuned practice and inclusive behaviour approaches.
- Lead strategic responses to EBSA and persistent absence within SEND cohorts.

Teaching, Learning and Curriculum Inclusion

- Ensure adaptive teaching and curriculum accessibility are consistently embedded across departments.
- Hold Heads of Department accountable for SEND progress within their areas.
- Lead quality assurance activities including learning walks, work scrutiny and student voice focused on inclusion.
- Deliver and coordinate CPD on adaptive teaching, reasonable adjustments and inclusive pedagogy.
- Monitor and evaluate intervention impact to ensure efficient deployment of resources.

Statutory SENCO Responsibilities

- Ensure compliance with the SEND Code of Practice and Equality Act.
- Lead identification, assessment and review processes.
- Oversee EHCP processes, annual reviews and Local Authority liaison.
- Maintain accurate SEND registers and provision mapping.
- Implement and monitor the graduated response model (Assess–Plan–Do–Review).
- Ensure access arrangements are appropriately identified and implemented.

Leadership and Management

- Line manage the SEND team, including Assistant SENCOs, specialist staff and co-educators.
- Set clear performance expectations and oversee appraisal and professional development.
- Lead recruitment, deployment and strategic use of SEND staffing.
- Manage the SEND and notional funding budgets, ensuring value for money and impact.
- Develop middle leader capacity to lead inclusive practice within their departments.

Wider Leadership Responsibilities

- Contribute fully to the work of the Senior Leadership Team.
- Support whole-school improvement priorities beyond SEND.
- Work collaboratively across the Trust to share best practice and contribute to inclusion development.
- Uphold and model the school's Christian values in all aspects of leadership.

Safeguarding Children

BMAT is committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate checks, including enhanced DBS checks.

The above responsibilities are subject to the general duties and responsibilities contained in the Statement of Conditions of Employment. The duties of this post may vary from time to time without changing the general character of the post or level of responsibility entailed.

The person undertaking this role is expected to work within the policies, ethos and aims of BMAT and to carry out such other duties as may reasonably be assigned. The post holder will be expected to have an agreed flexible working pattern to ensure that all relevant functions are fulfilled through direct dialogue with employees, contractors and community members.

English Duty

This role is covered under part 7 of the Immigration Act 2016 and therefore the ability to speak fluent spoken English is an essential requirement for this role.

The duties above are neither exclusive nor exhaustive and the post-holder may be required to carry out appropriate duties within the context of the job, skills and grade.

General responsibilities common to all members of staff

All staff are responsible for the safeguarding and wellbeing of pupils and must follow BMAT guidance and policies.

This job description will be reviewed annually and may be subject to amendment or modification at any time after consultation with the post-holder.

