



JOB DESCRIPTION AND PERSON SPECIFICATION



Role: Assistant Headteacher: SENCo & Inclusion Lead
School: Swingate Primary School
Responsible to: Headteacher
Leadership Scale: L4 – L9

Job Purpose

- Provide strategic leadership for inclusion across the school, ensuring that all pupils particularly those who are vulnerable, disadvantaged or have additional needs flourish academically, physically and emotionally;
- Lead, develop and sustain a highly effective culture of inclusive practice rooted in empathy, responsibility, resilience and bravery, securing consistently high standards of provision and outcomes for all learners;
- Act as the school's SENCo & Inclusion Lead, driving excellence across SEND, EAL, Pupil Premium and safeguarding through ambitious vision, robust systems and high-quality professional practice;
- Work as a key member of the Senior Leadership Team to shape whole-school improvement, influencing teaching, learning and culture so that inclusion is a lived reality rather than an add-on;
- Represent the school and work collaboratively within The Bluebell Federation and with external partners, families and professionals to strengthen inclusive practice and contribute to the wider success of the Federation;
- Create and sustain an inclusive learning environment in which resources, expertise and support are strategically deployed to maximise achievement, well-being and personal development for both pupils and staff.

Key Responsibilities

Strategic Leadership of Inclusion

- Lead an ambitious inclusion strategy rooted in our belief that every child can flourish academically, physically and emotionally
- Build on our strong reputation by embedding innovative and research-informed practice
- Drive outcomes for SEND, disadvantaged pupils, EAL learners and vulnerable groups
- Ensure provision reflects Ofsted's recognised strength in accurate identification and carefully matched support
- Use data with clarity and responsibility to monitor impact and continuously improve

SEND Leadership (SENCo)

- Oversee SEND systems including the register, EHCP processes and annual reviews
- Ensure provision remains sharply focused on meeting individual needs with precision and care
- Lead a respected SEND team, fostering collaboration, pride and professional growth
- Model and develop high-quality adaptive teaching
- Maintain rigorous quality assurance while nurturing resilient and reflective practice

Inclusion & Vulnerable Groups

- Provide strategic leadership for:
 - Pupil Premium
 - EAL learners
 - Wider vulnerable groups
- Remove barriers to learning through empathetic, inclusive and responsive approaches
- Ensure all pupils experience success across academic, physical and emotional development
- Promote independence, confidence and resilience in learners

Safeguarding (DDSL)

- Act as a Deputy Designated Safeguarding Lead (DDSL), maintaining a culture where pupils feel safe and supported
- Contribute to the school's strong safeguarding culture
- Work closely with families and external agencies to provide holistic, compassionate support
- Embed safeguarding through shared responsibility and strong professional relationships

Leadership & Management

- Work as a key member of SLT to raise standards and sustain excellence across the school
- Line manage and develop the SEND and inclusion team
- Contribute to school self-evaluation and improvement planning and strategic development
- Model high expectations and inclusive leadership
- Maintain a visible presence, reflecting our values in daily practice

Partnership Working

- Build strong partnerships with:
 - Parents and carers
 - External professionals
 - Safeguarding teams
- Communicate with empathy, clarity and professionalism
- Ensure joined-up provision that enables pupils and families to thrive

Impact

- Secure high-quality outcomes and strong progress for pupils with SEND and vulnerable groups
- Ensure teaching across the school effectively meets the needs of all learners
- Contribute to strong outcomes in inspection, self-evaluation and external review
- Maintain and enhance the school's strong reputation for inclusive practice

Safeguarding and Professional Responsibilities

- Demonstrate a strong commitment to safeguarding and promoting the welfare of children
- Uphold the highest standards of professional conduct
- Any other duties as reasonably directed by the Headteacher in line with the responsibilities of the role

This job description may be reviewed annually and may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the employer in relation to the post holder's professional responsibilities and duties.

Assistant Headteacher: SENCo & Inclusion Lead
PERSON SPECIFICATION

	Essential	Desirable
Qualifications and Professional Development	<ul style="list-style-type: none"> • Qualified Teacher Status (QTS) • National Award for SEN Coordination (NASENCo)/ NPQ SENCo, or commitment to achieve within an agreed timescale • Evidence of continuing professional development relating to SEND, inclusion and school leadership 	<ul style="list-style-type: none"> • NPQSL / NPQH or further relevant professional qualification • Specialist SEND or safeguarding qualifications
Experience	<ul style="list-style-type: none"> • Successful leadership experience • Significant experience of leading SEND provision with demonstrable impact on pupil outcomes • Successful teaching experience within the EYFS/Primary age range • Experience of working with vulnerable pupils including SEND, EAL and disadvantaged learners 	<ul style="list-style-type: none"> • Strategic leadership experience across EYFS, KS1 and KS2 • Experience of leading whole-school safeguarding practice
Strategic Leadership (Inclusion)	<ul style="list-style-type: none"> • Ability to provide a clear, ambitious vision for inclusive education • Ability to inspire, motivate and influence stakeholders to secure inclusive practice • Evidence of developing, implementing and evaluating effective inclusion strategies • High level of involvement with school improvement planning and self-evaluation • Ability to work in partnership with senior leaders, governors, parents and external agencies • Ability to analyse and use pupil data (SEND, EAL, PP) to raise standards • Secure knowledge of the Ofsted Framework, including SEND and inclusion • Strong commitment to promoting equality, diversity and inclusion 	<ul style="list-style-type: none"> • Experience of strategic leadership across multiple vulnerable learner groups • Use of assessment and provision-mapping systems to improve outcomes • Successful integration of British Values through inclusive practice
Leading Teaching and Learning	<ul style="list-style-type: none"> • Successful experience of monitoring, evaluating and improving inclusive teaching and learning • Secure understanding of assessment, identification of need and graduated response • Ability to convey the meaning of complex data to a range of audiences • Secure knowledge of statutory curriculum, SEND Code of Practice and assessment requirements 	<ul style="list-style-type: none"> • Expertise in adaptive teaching and inclusive pedagogy

	<ul style="list-style-type: none"> • Experience of leading curriculum adaptation and innovation for diverse needs • Proven strategies to improve outcomes and learning behaviours for pupils with SEND 	
Leading and Managing Staff	<ul style="list-style-type: none"> • Ability to lead, manage and motivate staff with clarity and empathy • Ability to establish and sustain positive working relationships • Ability to plan, delegate, support and evaluate work across teams • Successful experience of identifying professional development needs and leading CPD • Experience of performance management, including lesson observations and coaching • Clear understanding of safeguarding and Health & Safety responsibilities 	<ul style="list-style-type: none"> • Experience of working with governors to secure effective SEND and inclusion provision
Managing Resources	<ul style="list-style-type: none"> • Successful experience of managing SEND and inclusion-related budgets • Ability to deploy, monitor and review resources to ensure value for money and impact 	<ul style="list-style-type: none"> • Whole-school budget management experience • Experience of recruiting, deploying and managing support staff
Personal Skills and Qualities	<ul style="list-style-type: none"> • Strong commitment to raising standards and improving life chances for all pupils • High expectations of self and others • Ability to establish and maintain positive relationships with pupils, parents and professionals • Resilience, emotional intelligence and ability to remain positive under pressure • Excellent written and oral communication skills • High levels of integrity, reliability and professionalism • Self-motivated, proactive and approachable leadership style 	<ul style="list-style-type: none"> • Effective computing and digital systems skills for leadership and management

Signed (Post Holder): _____

Name (Post Holder): _____

Date: _____