



Deputy Headteacher with SENCo Responsibility Job Description

At Holy Trinity, we believe every child deserves to be known, valued and cared for. Rooted in our Christian ethos and guided by our Latin motto '*cura personalis*'—care for the whole person—we are seeking an exceptional **Deputy Headteacher** to play a central role in the strategic leadership, operational management and continued improvement of the school as well as being the **Special Educational Needs Coordinator (SENCO)** who will lead our provision for pupils with additional needs.

Situated on the northern fringe of Handsworth, our school is a place of ambition and refuge. We serve a vibrant community with pride, celebrating the unique stories and strengths of every child and family. Our values—**Community, Aspiration, Respect, and Excellence**—shape every lesson, every interaction, and every decision.

About the Role

Working in close partnership with the Headteacher, this is a key senior leadership position with whole-school responsibility for driving standards, shaping culture and ensuring that the school's vision, values and strategic priorities are realised consistently across every aspect of school life.

The successful candidate will act as a deputy to the Headteacher, providing professional leadership, operational oversight and day-to-day management of the school. This will include leading on school improvement priorities, contributing to strategic planning, supporting and holding staff to account, and deputising for the Headteacher when required.

A key element of this role is the leadership of The DEN (Delivering Education through Nurture) — a cornerstone of Holy Trinity's inclusive provision. The DEN provides targeted academic and SEMH interventions for pupils identified through classroom practice, pastoral insight or parental voice.

The DEN enables staff to deliver **personalised academic and SEMH curriculums** in a safe, nurturing environment. The programmes offered aim to remove barriers to learning and make education accessible to all, particularly those with SEND or Social, Emotional, and Mental Health needs.

This is a **non-class-based leadership role**, enabling the postholder to focus fully on strategic leadership, SEND provision and the effective running of the school.

As an exceptional practitioner, there will be potential opportunities to influence SEND practice beyond Holy Trinity within the wider collaboration of BDMAT schools.

Why This Role Is Different

This is **not** a SENCo role with a leadership title attached.

This is a **Deputy Headteacher role with SEND leadership as a central strategic portfolio**.

You will:

- Shape the direction of the school.
- Influence teaching, culture and systems.
- Lead people, not just provision.
- Be part of a values-driven leadership team committed to transformation, excellence and care.

The Deputy Headteacher Will:

Whole-School Leadership

- Work alongside the Headteacher to articulate, embed and deliver the school's vision, values and strategic direction.
- Provide professional operational leadership and contribute to the day-to-day management of the school.
- Deputise for the Headteacher as required, including leading the school in their absence.
- Lead and contribute to the School Development Plan, ensuring priorities are translated into sustained improvement.
- Monitor standards of teaching, learning, behaviour and inclusion across the school.
- Analyse school performance data and use it to inform leadership decisions and improvement strategies.
- Model the highest standards of professionalism, integrity and leadership presence.

Staff Leadership and Development

- Support, challenge and develop staff to ensure consistently high expectations and practice.
- Lead and contribute to staff CPD, coaching and professional development.
- Support middle leaders and subject leaders to develop their leadership capacity and impact.
- Contribute to performance management and appraisal processes.
- Foster a positive, ambitious and inclusive staff culture grounded in trust and accountability.

Culture, Behaviour and Safeguarding

- Help establish and sustain a strong culture of behaviour, belonging and aspiration.
- Ensure safeguarding is central to all aspects of school leadership and practice.
- Act as a senior safeguarding leader and uphold a strong culture of vigilance and care.

The SENCO Will:

- Lead the strategic development of SEN provision across the school.
- Oversee and coordinate all interventions delivered through The DEN.
- Identify, assess, and support pupils with a variety of learning needs.
- Collaborate with teachers, pastoral staff, and families to create and implement individualised support plans.
- Provide training, resources, and guidance to staff to strengthen inclusive teaching practices.
- Liaise with external agencies, specialists, and exam boards to secure the best outcomes for pupils.
- Monitor and evaluate the effectiveness of SEN support and interventions.

We are looking for someone who:

- Has a recognised SENCO qualification/ equivalent experience or is/wants to work towards it.
- Demonstrates a deep understanding of inclusive education and SEND legislation.
- Aligns with the values and ethos of a Church school.
- Is a skilled communicator, able to build trust with pupils, families, and professionals.
- Is committed to nurturing the whole child—intellectually, emotionally, socially, and spiritually.
- Is reflective, resilient, and ready to lead with compassion and clarity.

We can offer:

- A new, supportive and visionary leadership team.
- A school community grounded in Christian values and inclusive practice.
- A supportive and collaborative staff team.
- Pupils who are enthusiastic, confident, and full of potential.
- Opportunities for professional growth and meaningful impact.
- An opportunity to make a lasting impact in a school committed to transformation and care.

Holy Trinity CE Primary Academy is committed to safer recruitment practice and pre-employment checks will be undertaken before any appointment is confirmed. This post is subject to a satisfactory Disclosure and Barring Service (DBS) enhanced disclosure certificate. Holy Trinity CE Primary Academy is committed to safeguarding and promoting the welfare of children and young people.

This post is covered by Part 7 of the Immigration Act (2016) and therefore the ability to speak fluent spoken English is an essential requirement for this role.

Duties and Responsibilities

This is a **non-class-based leadership role**, with a key responsibility for overseeing **The DEN** (*Delivering Education through Nurture*)—a dedicated space for targeted academic and SEMH interventions.

The SENCo will work closely with staff, families, and external agencies to ensure that all pupils are supported to access a high-quality, inclusive education. The SENCo will play a key strategic role in the leadership team.

Shaping the Future

- Ensures the vision for the school is clearly articulated, shared, understood and acted upon effectively by all.
- Motivates and works with others to create a shared culture and positive climate.
- Works with individual staff and teams to translate the school vision into agreed objectives and operational plans which will promote and sustain school improvement.
- Stand as an advocate for children with additional needs by ensuring SEND is prioritised in meetings, agendas and policies.

Support for pupils

- Lead the identification, assessment, and support of pupils with SEND, EAL, and LAC.
- Oversee the delivery of personalised interventions through The DEN, responding to concerns raised in the classroom, playground, or by families.
- Promote pupils' academic progress and social, emotional, and mental health development.
- Contribute to and monitor Individual Education Plans (IEPs), provision maps, and personalised curriculums.
- Ensure pupils feel safe, supported, and empowered in a nurturing environment.
- Liaise with external professionals to secure appropriate support and resources.

Support for Teachers & Teaching and Learning

- Provide guidance and training to staff on inclusive teaching strategies and SEND best practice.
- Support staff in removing barriers to learning.
- Model effective teaching practice that is conducive to the principles of inclusion.
- Monitor the effectiveness of teaching and learning for pupils with additional needs.
- Supporting pupil progress meetings and contribute to staff CPD.
- Advise on the development and implementation of personalised learning pathways.
- Monitors, evaluates and reviews classroom practice and manages improvement strategies
- Analyses and interprets school data to inform classroom practice across the school
- Influences the Teaching and Learning Policy to promote aspects of inclusive teaching
- Leads CPD regularly and where appropriate this may include chairing and being part of working parties

Leadership and Strategic Development

- Lead the strategic direction of SEND, EAL, and LAC provision in line with school policies and national guidance.
- To write effective referrals, leading to appropriate support and funding.
- To collate evidence, provide interventions and secure SSPP's and EHCP's for children who require it.
- Make professional judgements as to which external agencies to engage with.
- Ensure SEND objectives are embedded in the School Development Plan.
- Analyse and interpret school, local, and national data to inform provision.
- Provide regular updates to the Headteacher and Governing Body on the impact of SEND provision.
- Contribute to the wider leadership of the school as a member of the Senior Leadership Team.

Management of The DEN

- Coordinate the day-to-day running of The DEN, ensuring it remains a safe, inclusive, and purposeful learning space.
- Design and implement intervention programmes that address barriers to learning.
- Monitor pupil progress and adapt interventions to meet evolving needs.
- Foster a culture of nurture, respect, and aspiration within The DEN.

Strengthening the Community

- Work with other agencies to ensure learning experiences and opportunities for pupils are integrated into the wider community.
- Build the reputation of the school locally and further afield by engaging with local events and people.
- Create and maintain partnerships with parents and carers to support and improve pupils' achievement and personal development and well-being.

Efficient Deployment of Resources

- Identify and manage resources to support SEND, EAL, and LAC pupils effectively.
- Advise the Headteacher on priorities for expenditure and staffing.
- Maintain and develop a range of specialist resources and monitor their impact.

Support for the curriculum

- Promote and safeguard the welfare of children and young people, ensuring that every child feels safe, supported, and empowered.
- Help deliver our aspirational curriculum, which is designed to spark curiosity, deepen understanding, and prepare pupils to flourish in a changing world.
- Contribute to a learning experience shaped by our curriculum drivers:
 - **Windows** – enabling children to see into the lives, cultures, and experiences of others, fostering empathy and global awareness.
 - **Mirrors** – helping children see themselves reflected in the curriculum, affirming identity, voice, and belonging.
 - **Doors** – opening up opportunities for children to step into new experiences, challenges, and aspirations beyond their immediate environment.
- Adhere to Health and Safety regulations and actively participate in professional development to grow in your role.
- Model personal integrity, professionalism, and the values of Holy Trinity in all interactions.
- Attend staff meetings and parents' evenings, contributing to the wider life and mission of the school.
- Carry out any other duties commensurate with the role to ensure the smooth running of the school.

This post is much more than a job—it is a calling. If you believe in the power of education to transform lives and want to be part of a team that challenges postcode-based disadvantage with excellence and care, we would love to hear from you.

This is Handsworth. This is the Holy Trinity way.



Deputy Headteacher with SENCo Responsibility Person Specification

	Essential	Desirable
Qualifications & Training	<ul style="list-style-type: none">Qualified Teacher Status-QTSEvidence of senior leadership training or development (e.g. NPQSL, NPQH, or equivalent leadership experience)National Award for Special Educational Needs Co-ordination (Postgraduate or NPQ SENCO)Evidence of continued professional development in SEND, SEMH, inclusive education, or leadership	<ul style="list-style-type: none">Masters in Inclusion/SEND
Experience	<ul style="list-style-type: none">Experience of whole-school leadership, including contributing to school improvement planningExperience of leading and managing staff, including performance development or appraisalExperience of raising standards beyond a single provision or cohortExperience identifying, assessing, and supporting pupils with SEND, SEMH, EAL, and LACExperience leading and coordinating interventions and support plans	<ul style="list-style-type: none">Experience acting as deputy or second-in-commandExperience working with governors or trusteesExperience leading SEND practice across multiple settingsExperience of working in a specialist provision setting

	<ul style="list-style-type: none"> • Experience working with families, external agencies, and multidisciplinary teams • Experience managing resources and contributing to strategic planning 	
Knowledge & Understanding	<ul style="list-style-type: none"> • Understanding of whole-school accountability, including Ofsted frameworks and statutory duties • Strong understanding of safeguarding at senior leadership level • Strong understanding of the SEND Code of Practice and current legislation • Knowledge of inclusive teaching strategies, adaptive teaching, and personalised learning • Understanding of safeguarding procedures and responsibilities • Awareness of Church school ethos and inclusive curriculum design • Understanding of efficient resource deployment to support additional needs 	<ul style="list-style-type: none"> • An understanding of the new initiatives and pedagogy for supporting pupils with SEND • Familiarity with nurture-based provision such as The DEN
Skills & Abilities	<ul style="list-style-type: none"> • Ability to lead change and implement improvement at pace • Ability to support staff with professionalism and care • Ability to deputise effectively for the Headteacher • Excellent communication and interpersonal skills • Strong organisational and time management skills • Ability to analyse data to inform provision and monitor impact • Skilled in coaching and mentoring staff • Able to write effective referrals and contribute to EHCP applications • Confident in using school-based systems 	<ul style="list-style-type: none"> • Strong analytical skills to interpret data trends and inform strategic SEND planning. • Skilled in designing and evaluating nurture-based interventions that support SEMH and academic progress.

	<ul style="list-style-type: none"> • Capable of designing and implementing intervention programmes • Able to advise on expenditure and staffing priorities 	
Personal Qualities	<ul style="list-style-type: none"> • Demonstrates leadership presence, credibility and calm under pressure • Compassionate, reflective, and resilient • Committed to Christian ethos and school values • Passionate about nurturing the whole child • Proactive leader with integrity and professionalism 	<ul style="list-style-type: none"> • Ability to inspire and motivate others through a values-driven approach • Demonstrates a commitment to continuous personal and professional growth in inclusive education
Senior Leadership & Accountability	<ul style="list-style-type: none"> • Willingness and ability to deputise for the Headteacher, including leading the school when required • Commitment to upholding public trust, ethical leadership and professional conduct • Ability to work effectively with governors, external partners and agencies • Commitment to safeguarding and promoting the welfare of all pupils 	<ul style="list-style-type: none"> • Experience as a Designated Safeguarding Lead (DSL) or Deputy DSL, with responsibility for leading safeguarding systems and staff training • Experience leading whole-school initiatives or improvement priorities, resulting in demonstrable impact on outcomes, culture or provision • Experience managing complex or sensitive situations, including parental complaints, staff capability or multi-agency safeguarding concerns • Experience contributing to risk management, compliance or operational systems within a school setting • Experience representing the school externally, including working with the local authority, trust, diocese or professional networks

Curriculum Support	<ul style="list-style-type: none"> • Promote and safeguard pupil welfare • Support aspirational curriculum delivery • Contribute to curriculum drivers: Windows, Mirrors, Doors • Model school values and participate in wider school life 	<ul style="list-style-type: none"> • Experience in curriculum development aligned with inclusive values
Efficient Deployment of Resources	<ul style="list-style-type: none"> • Identify and manage resources for SEND, EAL, and LAC pupils • Advise Headteacher on expenditure and staffing • Maintain and monitor specialist resources 	<ul style="list-style-type: none"> • Experience in securing additional funding or resources through successful applications (e.g. EHCPs, SSPPs, or external grants). • Ability to evaluate the impact of specialist resources and interventions on pupil progress and adjust provision accordingly.