

Job Title:	ASSISTANT HEAD TEACHER – SENDCO (FEDERATION)
Salary:	Leadership 1 to 5
Contract type:	full-time, permanent
Responsible to:	Executive Head Teacher/Extended Leadership Team
Responsible for:	Teachers, Early Years Educators, Early Years Assistants

At Bedford Nursery Schools Federation, we believe
“All children and their families are valued as individuals. All staff support children’s development, well-being and learning through play in a safe, caring and challenging environment”.

Job description

The appointment is subject to the current conditions of employment of Assistant Head Teachers contained in the current School Teachers’ Pay and Conditions Document, other current educational and employment legislation and the School’s Articles of Government.

Main Purpose of the role: the Assistant Head Teacher for SEND will:

- Manage and lead the strategic development of SEND policy and provision across the Bedford Nursery Schools Federation (Peter Pan and Cherry Trees Nursery Schools)
- Be responsible for day-to-day operation of the SEND policy and coordination of specific provision to support individual pupils with SEND.
- Be part of the Extended Leadership Team
- Provide professional guidance to colleagues, working closely with staff, parents and carers and other agencies.
- Undertake such duties as are delegated by the Executive Head Teacher.
- Provide support for the Executive Head Teacher and Deputy Head Teacher in the day to day running of the schools.
- Play a major role under the overall direction of the Executive Head Teacher in formulating and reviewing the Federation Learning Plan and the aims and objectives of the Federation in relation to SEND by:
 - establishing the policies through which they will be achieved;
 - leading and managing staff and resources to that end;
 - monitoring progress towards their achievement.

Duties and responsibilities

Strategy

- Support the Executive Head Teacher and Extended Leadership Team in formulating and reviewing the strategic development of the Federation’s SEND policy and provision.
- Have a strategic overview of provision for pupils with SEND across the two schools in the Federation, monitoring and reviewing the quality of provision.
- Contribute to the schools’ self-evaluations, particularly with respect to provision for pupils with SEND.

- Make sure the SEND policy is put into practice and its objectives are reflected in the school improvement plan.
- Lead and develop inclusive SEND provision across the Federation and advocate for a strengths-based approach and neuro-affirming practice, recognising children's strengths, identities and communication styles.
- Have high expectations in promoting the Federation's vision, values and aims, particularly with regard to SEND, ensuring children's differences are understood, respected and supported through responsive environments and emotionally attuned adults.
- Support all staff to understand and respond positively to differences in development, including:
 - Social communication
 - Autism
 - Sensory processing
 - Emotional regulation
 - Attachment and trauma responses
- Support the Executive Head Teacher and Extended Leadership Team in providing a clear educational vision, ethos and direction for the Federation that promotes learning and the spiritual, moral, social and cultural development of all children.
- Maintain up-to-date knowledge of national and local initiatives that may affect the school's SEND policy and practice.
- Assist the Executive Head Teacher and Extended Leadership Team in formulating the Federation Learning Plan and under their direction take responsibility for tasks identified in the Federation Learning Plan.
- Support and maintain equality of opportunity for all children, their parents and carers and the staff.
- Assist the Executive Head Teacher and Extended Leadership Team in ensuring the efficient and effective use of SEND funding, staff, accommodation and learning resources to meet the overall aims, values and objectives of the school, with particular regard to SEND.
- Support staff in their SEND roles and responsibilities and continuing professional development.

Key Tasks and Activities

- Maintain accurate SEND records and support staff in early identification, accurate assessments, inclusive and effective strategies for children with SEND and the writing, implementation and review of individual support plans.
- Co-ordinate provision that meets pupils' needs and monitor its effectiveness.
- Secure relevant services for the pupil, including relevant referrals and funding applications within the deadlines set.
- Evaluate the attainment of children with Special Educational Needs across the Federation.
- Use the graduated response to identify those children who will need a request for assessment for an EHCP, and coordinate the review of EHCPs.

- Lead and develop inclusive SEND provision, ensuring ethos and practice are strengths-based, neuro-affirming and follow the graduated approach as well as reflecting current SEND legislation.
- Promote and help maintain an engaging, welcoming learning environment that supports play, exploration, high wellbeing and inclusion and is responsive to individual children.
- Contribute to school policies relating to SEND, Inclusion, curriculum, teaching and learning and assessment.
- Promote strong, positive and honest communication and partnership with families, including through face-to-face meetings and opportunities to invite them into the schools to enhance the knowledge of everyone working with their children.
- Maintain effective, professional working relationships with external agencies, community organisations, and other schools to promote the sharing of good practice.
- Undertake responsibility for the selection of resources for the schools, accounting to the Executive Head Teacher and SLT for the rationale and impact of expenditure.
- Assist the Executive Head Teacher and ELT in the performance management of staff as directed by the Executive Head Teacher.
- Maintain a positive school ethos, be pro-active in the pastoral care of pupils and ensure the school's policy for well-being and behaviour is applied consistently and fairly by staff of all designations.
- Undertake full responsibility for all matters relating to the school if the Executive Head Teacher/Extended Leadership Team are off site.
- Advise other staff including ECTs, and students on teaching practice, and lead training for staff, external practitioners and governors when required.
- Develop links with the Local Authority, external agencies and other educational settings to support transitions and continuity of learning for children with SEND.
- Advise and assist the governing body as required in the exercising of its functions including attending meetings and reporting on SEND.
- Assist in co-ordinating the professional development programme for the school, including the provision of professional advice/support and the identification of training needs.
- Contribute and deliver to the training programme offered by Peter Pan Training Partnership (external training).

People and Relationships

- Provide guidance and support to all members of staff, ensure that newly appointed staff receive any additional support needed and act as mentor to new staff, ECTs and ITT students.
- Contribute to good management practice by ensuring positive staff motivation, participation, and effective communication and procedures.

Safeguarding

- Liaise and collaborate with the Designated Safeguarding Lead and/or deputy Safeguarding leads on matters of safeguarding and welfare for pupils with SEND.
- Remain alert to the fact that pupils with SEND may be more vulnerable to safeguarding challenges

School Premises

- Work closely with the Executive Head Teacher and Extended Leadership Team to ensure that the School premises are maintained to a standard that meets the conditions laid down in Health and Safety Guidelines.

Generic Responsibilities

- To carry out all responsibilities with regard to the Council's Policy and Procedures as adopted by the Governing Body
- To comply with all Health and Safety at work requirements as laid down by the employer

Flexibility Clause

- To undertake tasks of a similar nature and level as requested by the Executive Head Teacher.
- To work across the Federation as required in the best interests of the children.

Variation Clause

Please note 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 SENDCO will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the Executive Head Teacher.

May 2026