

Newham Community Learning: Job Description - Assistant Head teacher

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| Job title: | Assistant Head teacher |
| Grade: | L8-12 |
| Location: | Portway Primary School |
| Job description reviewed by: | SC |
| Person specification: | Attached |

Last updated: January 2026

Updated by Portway Primary School

JOB DESCRIPTION AND PURPOSE – Assistant Head teacher

Grade: L8-12

Based at: Portway Primary School

Reports to: Head teacher/ Executive Head teacher

Responsible for: Specialist Provision Leader–

Accountable to: Head teacher/ Executive Head teacher

Budget: tbc

Other requirements: This post is subject to an enhanced DBS check, and is exempt from the Rehabilitation of Offenders Act (1974)

PROTECTING OUR CHILDREN - SAFEGUARDING

Everyone who comes into contact with children and their families has a role to play in safeguarding children. We recognise that staff at our school play a particularly important role as they are in a position to identify concerns early and provide help for children to prevent concerns from escalating.

All staff are advised to maintain an attitude of ‘it could happen here’ where safeguarding is concerned. When concerned about the welfare of a child, staff members must always act in the **best interests** of the child.

PROTECTING OUR STAFF AND OUR RESOURCES – HEALTH AND SAFETY

Adherence to health and safety requirements, which includes proper risk management processes, is required from all staff at school in so far as this is relevant to their roles. All staff are expected to understand their responsibilities for protecting and promoting the health and safety of all children and colleagues.

EQUAL OPPORTUNITIES

Newham Community Learning has a strong commitment to achieving equality of opportunity in both its services to the community and in its employment of people, and expects all staff to understand and to promote its policies in their work.

DATA PROTECTION

UK GDPR and the Data Protection Act 2018 control how personal information is used by our Trust. Everyone responsible for handling and using personal data has to follow strict rules called 'data protection principles', which apply to any and all data concerning a living individual. An introduction to data protection is provided in our induction systems; refresher training is also provided. Staff are required to seek advice from the leadership team should they have any queries regarding the processing of personal data of fellow members of staff, children or parents.

Core Purpose of the Role

To provide strategic leadership for Special Educational Needs and Disability (SEND) across the school, ensuring high-quality provision, compliance with statutory requirements, and the safety, wellbeing, and progress of all pupils. The post-holder will support the Headteacher in leadership responsibilities and contribute to the overall vision and direction of the school.

Key Responsibilities

1. Strategic SEN Leadership

- Lead the strategic development and implementation of SEND curriculum and provision across the school.
- Ensure the school meets statutory obligations in relation to SEND and Inclusion.
- Monitor the effectiveness and impact of SEND interventions and provision.

2. Statutory Documentation

- Oversee all statutory documentation, ensuring compliance with the SEND Code of Practice.
- Lead and quality assure Education, Health and Care Plan (EHCP) applications and reviews.
- Maintain accurate, up-to-date records of SEN provision and outcomes.
- Produce reports for governors, senior leadership, and external agencies as required.

3. Safeguarding

- Lead on safeguarding in relation to SEND pupils, ensuring statutory guidance is followed.
- Act as a Designated Safeguarding Lead (or deputy if relevant).
- Oversee safeguarding training and awareness for staff working with vulnerable children.

4. Medical and Health Needs

- Ensure pupils with medical needs have appropriate care plans in place.
- Monitor the administration of medicines and health interventions within the school.
- Provide guidance to staff on supporting children with medical or health-related needs.

5. EHCP Applications

- Lead the process for new EHCP applications, coordinating assessments and gathering evidence.
- Liaise with parents, external agencies, and local authorities throughout the process.
- Ensure statutory timelines are met and documentation is of high quality.

6. Leadership and Line Management

- Support the Headteacher and Senior Leadership Team in strategic decision-making.
- Line-manage SEND staff where appropriate, including SENDCOs, specialist teachers, or LSAs.
- Participate in SLT meetings and contribute to whole-school planning and improvement strategies.

7. Wider Leadership Responsibilities

- Promote inclusion and equality across the school.
- Contribute to policy development and implementation in SEND, safeguarding, and medical provision.

- Support staff development through coaching, mentoring, and training.

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| PERSON SPECIFICATION – Assistant Head teacher |
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Qualifications

Essential:

- Qualified Teacher Status (QTS)
- National Award for SEN Coordination (NASENCO)
- Evidence of successful leadership experience in SEND or whole-school leadership

Desirable:

- Further leadership qualifications (NPQSL or equivalent)

Experience

Essential:

- Strategic leadership experience in SEND
- Experience managing statutory documentation including EHCPs and safeguarding records
- Experience of working with external agencies and local authorities
- Experience supporting and line-managing staff

Desirable:

- Experience in medical provision planning and health needs support
- Experience of senior leadership within a primary setting

Knowledge, Skills & Understanding

Essential:

- Strong understanding of SEND Code of Practice, safeguarding regulations, and statutory requirements
- Knowledge of strategies for inclusion and supporting children with complex needs
- Ability to analyse and use data to drive improvements
- Excellent communication, collaboration, and organisational skills
- Ability to manage competing priorities and deadlines effectively

Personal Qualities

- Passionate about inclusion, equity, and high expectations for all pupils
- Reflective, solution-focused, and resilient
- Collaborative and supportive leadership style
- Calm under pressure and highly organised
- Committed to professional development for self and others