



JOB TITLE: Assistant Headteacher – Inclusion & SEND provision

Grade/Scale: Leadership Scale L6–L10 (£58,569 - £64,691)

Reports to: Headteacher

Line manages: SEND team (including SENDCo, support staff and ETAs as appropriate)

PURPOSE OF THE JOB

- To teach and undertake the professional responsibilities of an Assistant Headteacher in accordance with the School Teachers' Pay and Conditions Document.
- To work with and support the Headteacher and Deputy Headteacher in the internal organisation, leadership and management of the school.
- To be a member of the Senior Management Team, contributing to strategic leadership, school improvement and self-evaluation.
- To lead the strategic development and day-to-day implementation of **Inclusion and SEND provision** across the school.
- To oversee and lead the **SENDCo team**, ensuring high-quality provision and positive outcomes for pupils with SEND.
- To lead **phonics across the school**, ensuring consistency, fidelity and high standards.
- Lead and manage a year group team.
- To model and inspire excellent inclusive classroom practice through teaching responsibilities.
- To contribute to maintaining and enhancing the positive reputation and inclusive ethos of Moorlands Primary School at all times.

KEY AREAS OF RESPONSIBILITY

1. Leadership and Management
2. Staffing
3. Pupils and Teaching
4. Inclusion and SEND
5. Curriculum Leadership – Phonics
6. Resources and Budget
7. Premises, Health and Safety
8. Governing Body, Parents and Community
9. Safeguarding
10. Miscellaneous

1. Leadership and Management

1.1 To work in partnership with the Headteacher and Deputy Headteacher on school improvement issues, with a focus on Inclusion and high-quality teaching and learning.

1.2 To contribute to strategic planning, including the School Development Plan and self-evaluation.

1.3 To take a lead in whole-school initiatives, modelling best inclusive practice.

1.4 To promote and model the implementation of whole-school policies, particularly those relating to SEND and Inclusion.



- 1.5 To lead and support staff meetings, training and briefings related to Inclusion, SEND and phonics.
- 1.6 To support and challenge colleagues to ensure consistently high standards for all pupils.
- 1.7 To work collaboratively with the Senior Management Team to lead and manage the school effectively.

2. Staffing

- 2.1 To contribute to the development and effectiveness of the Senior Management Team.
- 2.2 To line manage and support members of the SEND team, ensuring effective communication, wellbeing and professional development.
- 2.3 To support performance management processes, including observation, feedback and professional development.
- 2.4 To provide leadership, guidance and support to staff in relation to inclusive practice and SEND provision.
- 2.5 To promote an inclusive, collaborative and positive professional culture.

3. Pupils and Teaching

- 3.1 To undertake responsibility for the effective teaching and learning of a class for 3.25 days per week, in KS1, as directed by the Headteacher.
- 3.2 To model excellent inclusive classroom practice.
- 3.3 To promote high expectations, positive attitudes and behaviour for learning for all pupils.
- 3.4 To contribute to pupils' spiritual, moral, cultural, social, intellectual and physical development.
- 3.5 To support pupil welfare and safeguarding, acting appropriately on concerns.

4. Inclusion and SEND

- 4.1 To fulfil all statutory duties in line with the SEND Code of Practice.
- 4.2 To lead and manage the strategic development of SEND provision across the school.
- 4.3 To oversee the organisation, effectiveness and impact of the SEND team.
- 4.4 To ensure identification, assessment, planning and review processes are robust and effective.
- 4.5 To monitor, evaluate and improve the quality and impact of SEND interventions.
- 4.6 To liaise effectively with parents, carers, external agencies and the Local Authority.
- 4.7 To ensure SEND information is accurate and up to date, including website compliance.
- 4.8 To promote an inclusive ethos where all pupils are enabled to achieve their full potential.

5. Curriculum Leadership – Phonics

- 5.1 To lead phonics provision across the school, ensuring consistency and progression.
- 5.2 To support staff training, coaching and development in phonics teaching.
- 5.3 To monitor standards, analyse data and evaluate the impact of phonics teaching.
- 5.4 To ensure phonics supports early reading and wider literacy outcomes for all children, including those with SEND.



6. Resources and Budget

- 6.1 To contribute to budget planning in line with school priorities.
- 6.2 To manage budgets related to SEND and phonics, ensuring effective use of resources.
- 6.3 To advise the Headteacher on resourcing needs.

7. Premises, Health and Safety

- 7.1 To support the implementation of health and safety policies.
- 7.2 To report concerns relating to safety, accessibility or wellbeing.

8. Governing Body, Parents and Community

- 8.1 To develop and maintain effective professional relationships with governors.
- 8.2 To attend governing body or committee meetings as required.
- 8.3 To foster positive partnerships with parents and carers.
- 8.4 To maintain links with external agencies and wider professional networks.

9. Safeguarding

The post holder is required to promote and actively support the school's safeguarding responsibilities and act in accordance with safeguarding policies at all times.

10. Miscellaneous

To undertake any other duties commensurate with the post, as directed by the Headteacher.

PERSON SPECIFICATION

Assistant Headteacher – Inclusion (SENCO)

| Criteria | Essential / Desirable | Evidence |
|----------|-----------------------|----------|
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Qualifications and Experience

Qualified Teacher Status (QTS) | E | Application
Qualified SENCO (or willingness to complete) | E | Application / Interview
Experience teaching in primary settings | E | Application
Experience of leading SEND/Inclusion | E | Application / Interview
Experience teaching across KS1 and KS2 | D | Application

Leadership and Vision

Understanding of inclusive leadership and school improvement | E | Application / Interview
Experience contributing to whole-school improvement | E | Application / Interview
Ability to lead, influence and motivate others | E | Interview



Teaching and Learning

Evidence of strong inclusive classroom practice | E | Application / References
Understanding of effective SEND pedagogy | E | Interview
Experience leading or supporting phonics | E | Application / Interview

Inclusion and SEND

Strong knowledge of SEND Code of Practice | E | Interview
Ability to monitor and evaluate SEND provision | E | Application / Interview
Experience working with external agencies and parents | E | Application / Interview
Commitment to inclusive values and pupil wellbeing | E | Interview

Working with Others

Ability to build positive professional relationships | E | Interview
Experience mentoring or coaching staff | D | Application / References
Commitment to collaborative working | E | Interview

Managing the Organisation

Experience in a leadership or management role | E | Application / References
Ability to manage time, priorities and workload effectively | E | Interview
Experience managing resources or budgets | D | Interview

Safeguarding

Willingness to undertake an enhanced DBS check | E | Application