

# Job description

KEY INFORMATION	
Job title:	Inclusion Assistant Headteacher, including SENCO
Grade/Salary:	Leadership Scale (L3 – L7)
Responsible to:	Headteacher
Responsible for:	Across the school
Location:	Green Lane Primary School

MAIN PURPOSE OF JOB	
The job:	The Inclusion Assistant Headteacher & SENCO plays a pivotal role in shaping an inclusive culture where all pupils thrive. The postholder will lead SEND provision across the school, including a 36-place resourced provision (12-place DLD and a 24-place Autism). They will ensure excellence in teaching and learning for pupils with additional needs and contribute to wider strategic leadership and school improvement.

KEY RESPONSIBILITIES	DUTIES
1	Lead and manage the school's SEND provision, ensuring high quality support, improving outcomes for all pupils with additional needs.
2	Take an active role in the Pupil Progress cycle, being accountable for the progress of those children with additional needs.
3	Line manage our Resourced Provision staff, including the lead teacher.
4	Oversee, coordinate and quality assure EHCPs, referrals, annual reviews and multiagency liaison.
5	Support teachers in delivering inclusive, adaptive and differentiated teaching.
6	Monitor and evaluate the impact of interventions, classroom strategies and targeted support.
7	Lead and model exemplary practice within SLT, contributing to whole school strategic development.
8	Support staff development, coaching and CPD to promote an inclusive, aspirational culture.

<b>KEY RESPONSIBILITIES</b>		<b>STRATEGIC LEADERSHIP &amp; SCHOOL IMPROVEMENT</b>
1	Act as a visible and proactive member of the Senior Leadership Team.	
2	Contribute to school improvement planning, self-evaluation and policy development.	
3	Lead on areas of whole school improvement as agreed with the Headteacher.	
4	Uphold and promote the school's values, ethos and commitment to safeguarding.	
5	Participate in Trust wide training and collaborative work.	
<b>KEY RESPONSIBILITIES</b>		<b>LEADERSHIP OF SEND PROVISION</b>
1	Ensure compliance with the <b>SEND Code of Practice (2015)</b> and statutory obligations.	
2	Maintain an accurate SEND register, provision maps and documentation.	
3	Lead the graduated approach (Assess – Plan – Do – Review) across the school.	
4	Quality assure classroom practice, interventions and reasonable adjustments.	
<b>KEY RESPONSIBILITIES</b>		<b>WORKING WITH PUPILS, FAMILIES &amp; EXTERNAL AGENCIES</b>
1	Build strong, positive relationships with pupils, parents and carers.	
2	Liaise effectively with external agencies including Educational Psychology, SALT, CAMHS, Health and Social Care.	
3	Oversee statutory processes including annual reviews and EHCP applications.	
4	Promote child centred practice and meaningful pupil voice.	
<b>KEY RESPONSIBILITIES</b>		<b>TEACHING, LEARNING &amp; STAFF DEVELOPMENT</b>
1	Model outstanding, inclusive teaching.	
2	Provide coaching, CPD and bespoke support for staff.	
3	Lead professional development focused on inclusion, SEND, behaviour and high-quality teaching.	
4	Monitor teaching and learning through learning walks, book looks and feedback.	
<b>KEY RESPONSIBILITIES</b>		<b>SAFEGUARDING &amp; INCLUSION</b>
1	Work alongside the DSL team to ensure safeguarding for pupils with additional needs is robust.	
2	To take on the role of DDSL.	
3	Support pupils with additional needs in partnership with the Trust Inclusion Lead.	
4	Champion equity, diversity and inclusion across all areas of school life.	

KEY RESPONSIBILITIES	DATA, ASSESSMENT & REPORTING
1	Track and analyse data for pupils with SEND to identify strengths, patterns and areas for development.
2	Report to SLT, Governors/Trustees and external bodies on SEND outcomes and provision.
3	Ensure accurate and timely applications for EHCPs and statutory funding.

ABOUT THIS JOB DESCRIPTION	
Last review date: January 2026	This job description will 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 school in relation to the post holder's professional responsibilities and duties.

# Person specification

**PLEASE NOTE: THIS POST IS SUBJECT TO SATISFACTORY VETTING,  
INCLUDING A SATISFACTORY ENHANCED DISCLOSURE FROM DBS**

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## ESSENTIAL SKILLS

1	Qualified Teacher Status (QTS).
2	National Award for SEN Coordination.
3	Proven experience in both leadership and SENCO role.
4	Strong understanding of SEND legislation, the graduated approach and inclusive best practice.
5	Excellent interpersonal, organisational and communication skills.
6	A commitment to nurturing every child and supporting staff to do the same.
7	Experience working with external agencies and managing statutory processes.
8	Experience contributing to whole school strategy at middle or senior leadership level.
9	Understanding of current research in SEND and inclusive pedagogy.
10	Up to date knowledge of SEND research, interventions and evidence-based practice.

## DESIRABLE SKILLS

1	Previous experience of working within specialist or resourced provisions.
2	Experience of having used systems such as CPOMs, Edukey and B squared.
3	DDSL experience.
4	Speech therapist experience.