Job Description

Assistant Headteacher - (SENDCo)

Salary	Leadership Pay Scale L4-L7
Responsible to	Headteacher
Leadership responsibility	Full member of the Senior Leadership Team
Line management responsibility	Designated SEND Teaching Assistants within the SEND Hub and the Speech and Language Therapy (SALT) Officer

1. Job Purpose

The SENDCo is the school's strategic and operational lead for Special Educational Needs and Disabilities (SEND), responsible for leading, managing and evaluating high-quality provision across the school.

Working with the Headteacher and Senior Leadership Team (SLT), the postholder will set strategic direction, secure statutory compliance and promote an ambitious, inclusive culture in which barriers are addressed, reasonable adjustments are effective and all staff share responsibility for pupils' achievement, progress, wellbeing and inclusion.

As a full member of SLT, the SENDCo will ensure SEND is integral to school improvement, curriculum, teaching and learning, behaviour, attendance and pastoral provision, and that staffing, resources and specialist support are deployed effectively.

2. Strategic Leadership and Development of SEND

- Lead, implement and evaluate a whole-school SEND strategy aligned with the school's vision, values and improvement priorities, with clear objectives and measures of impact.
- Lead the development and consistent implementation of the SEND policy, advising, supporting and challenging the Headteacher and SLT on provision, capacity, risk and improvement.
- Embed SEND within strategic planning, curriculum development, organisational decision-making and relevant whole-school policies and systems.
- Promote high expectations, ambition and inclusion, using legislation, national policy, research and best practice to shape provision.
- Maintain effective systems for identifying emerging needs, evaluating the school's SEND profile and responding proactively.

3. Quality of Provision, Inclusion and Outcomes

- Take responsibility for the quality and continuous improvement of SEND provision, including provision for pupils with complex needs.
- Ensure pupils with SEND access a broad, ambitious and appropriately adapted curriculum through high-quality teaching, adaptive practice, reasonable adjustments and effective classroom support.
- Work with curriculum, subject, pastoral and other leaders to identify and remove barriers and secure consistent provision across the school.
- Lead effective use of the graduated approach of assess, plan, do, review, ensuring support is responsive and promotes progress, confidence, independence and participation.
- Ensure equitable access to enrichment, visits, extra-curricular activities and wider school experiences, with pupil voice informing provision where appropriate.

4. Quality Assurance, Monitoring and Evaluation

- Establish a systematic programme of quality assurance, including learning walks, observations, work scrutiny, pupil discussions, provision reviews and analysis of relevant data.
- Monitor the implementation and impact of adaptive teaching, reasonable adjustments, support plans, interventions, specialist provision and additional adult support.

- Evaluate teaching assistant deployment and interventions against intended outcomes, adapting provision where it does not improve learning, progress or independence.
- Identify strengths, inconsistencies and priorities, supporting and challenging colleagues to secure improvement and consistent inclusive practice.
- Report regularly to the Headteacher and SLT and contribute SEND evidence to whole-school self-evaluation and improvement planning.

5. SEND Data, Assessment and Pupil Progress

- Maintain an accurate understanding of the school's SEND profile and use evidence to inform strategic and operational decisions.
- Analyse attainment, progress and wider outcomes, including attendance, persistent absence, behaviour, suspensions, engagement and participation, identifying trends and barriers.
- Ensure effective systems identify and assess additional needs and monitor the progress, provision and outcomes of pupils with Education, Health and Care Plans (EHCPs).
- Use assessment and impact evidence to inform interventions, specialist involvement, resource allocation and changes to provision.
- Ensure relevant SEND information informs school improvement and is shared appropriately with leaders, teachers and governors or trustees.

6. Statutory Responsibilities and Compliance

- Lead implementation of the SEND Code of Practice and relevant statutory guidance, maintaining effective systems to fulfil the school's duties.
- Oversee accurate identification, assessment, recording and review of pupils with SEND, including the SEND register and graduated approach.
- Coordinate Education, Health and Care needs assessment requests and EHCP annual reviews, ensuring appropriate evidence, participation and timely submissions.
- Monitor delivery of EHCP provision and escalate concerns where agreed provision is not secured.
- Ensure compliance with the Equality Act 2010, reasonable adjustment duties, accessibility planning, access arrangements, data protection and secure record keeping.
- Advise the Headteacher and SLT on statutory developments, compliance risks and required action.

7. Leadership and Management of SEND Staff

- Provide effective leadership, line management, performance management and professional development for designated SEND Teaching Assistants and the SALT Officer.
- Set clear roles, expectations and accountability, deploying staff responsively to pupil need and school priorities.
- Ensure SEND staff have the knowledge and skills to deliver high-quality support that improves access, learning and independence.
- Advise teachers and leaders on adaptive teaching, inclusive practice and effective support, identifying and coordinating whole-school SEND training.
- Challenge ineffective practice and build a cohesive, professional and accountable SEND team.

8. Partnership with Parents, Carers and External Agencies

- Build constructive relationships with parents and carers, involving them in decisions and providing clear, timely information about needs, provision and progress.
- Respond appropriately to concerns, working collaboratively and escalating matters to the Headteacher where necessary.
- Lead effective multi-agency working and maintain relationships with the Local Authority, educational psychologists, specialist teachers, therapists, health, social care and other services.
- Coordinate referrals, specialist advice and agreed recommendations, representing the school at relevant panels, meetings and professional forums.
- Support effective transitions between settings and key stages, advocating for pupils' views, needs and interests.

9. Strategic Management of SEND Resources and Funding

- Contribute to strategic planning and management of the SEND budget with the Headteacher and relevant colleagues.
- Identify staffing, specialist support, equipment, intervention and service requirements, advising on allocation of funding and resources.
- Monitor expenditure and evaluate value for money, sustainability and impact on pupil outcomes.
- Support applications for and monitoring of high-needs funding and associated provision.
- Advise the Headteacher on future resource requirements and the financial implications of changing pupil need or provision.

10. SEND Administration, Systems and Procedures

- Maintain efficient, accurate and timely SEND administrative systems and provide clear guidance to staff on documentation and record keeping.
- Support preparation and review of support plans, provision records, assess-plan-do-review documentation, pupil profiles, reports and statutory evidence.
- Coordinate deadlines and work with SLT members overseeing SEND administration in year groups to secure consistency and completion.
- Quality-assure records, address omissions or inconsistencies, and ensure information is accessible to relevant staff while remaining confidential and data-protection compliant.
- Continually improve the efficiency and effectiveness of SEND administrative processes.

11. Membership of the Senior Leadership Team

- Contribute fully to the strategic leadership and management of the school and take collective responsibility for its vision, values and improvement plans.
- Ensure SEND is considered in decisions about curriculum, teaching, assessment, behaviour, attendance, safeguarding and pastoral provision.
- Provide professional advice, expertise and constructive challenge, working with senior leaders to remove barriers and improve outcomes.
- Contribute to whole-school policies, quality assurance and improvement priorities, and provide regular SEND updates to the Headteacher, SLT and governors or trustees as required.
- Demonstrate the conduct, integrity, resilience and accountability expected of a senior leader.

12. Safeguarding and General Professional Responsibilities

- Promote and safeguard pupils' welfare in accordance with school policy, recognising the additional vulnerabilities some pupils with SEND may experience.
- Work with the Designated Safeguarding Lead and relevant colleagues to ensure concerns are recognised, recorded, reported and addressed promptly.
- Maintain confidentiality and handle sensitive information appropriately.
- Comply with school policies and statutory requirements, promote the school's vision and values, and undertake relevant professional development.
- Undertake other reasonable duties commensurate with the seniority and responsibilities of the post, as directed by the Headteacher.

13. Professional Expectations

- A commitment to high expectations, inclusive education and removing barriers to learning and participation.
- The ability to provide strategic direction while maintaining effective operational oversight.
- The credibility and confidence to influence, support and challenge colleagues at all levels.
- Excellent organisation, communication and interpersonal skills, with the ability to analyse complex information, prioritise and make informed decisions.
- Collaborative leadership, professional accountability, continuous improvement, resilience, flexibility and sound judgement.

Note: This job description outlines the main responsibilities and expectations of the post. It is not exhaustive and may be reviewed periodically, in consultation with the postholder, to reflect the changing needs and priorities of the school.