



ASSISTANT HEADTEACHER: SENCO  
& INCLUSION  
VALLEY INVICTA PRIMARY SCHOOL AT AYLESFORD



JOB DESCRIPTION	
Job Title	Assistant Headteacher/SENCO and Inclusion
Grade	VIAT Leadership (L4-L8)
School / Department	Valley Invicta Primary School
Base	Aylesford
Hours	32.5
Reports to	Head Teacher
Accountable to	Head Teacher

## Job Summary

The Assistant Headteacher is expected to contribute to a strategic view for the school in its community and to analyse and plan for its future needs and further development. To implement an inclusive teaching pedagogy that supports all staff to meet their statutory responsibilities for all vulnerable groups, and as a member of the Senior Leadership team, build an effective inclusion strategy. This includes modelling key approaches and strategies along with coordinating additional support across the school.

## Key Working Relationships

- Headteacher;
- Classroom Teacher;
- Teaching Assistant colleagues;
- Parents and students;
- Safeguarding and health and safety leads;
- Visitors.

## Key Responsibilities

### SENCO and Inclusion

- Strategic Leadership: Drive an ambitious, inclusive curriculum by developing a SEND Toolkit, overseeing the SEND register, and implementing evidence-based strategies for SEND, Pupil Premium, and vulnerable groups.
- Identification & Monitoring: Identify, monitor, and evaluate pupil needs, tracking progress for priority learners.
- Provision & Support: Guide staff in creating and reviewing Provision Maps, SEND Support Plans, and catch-up plans.
- Partnership & Collaboration: Build strong relationships with parents, staff, and external agencies to ensure timely support.
- Compliance & Reviews: Lead Annual Reviews for EHCPs and ensure compliance with the SEND Code of Practice.
- Quality First Teaching: Model outstanding inclusive teaching, sharing best practices to raise the quality of education across the school.
- Collaboration: Work with trust partners and the inclusion team to support student welfare and behaviour.

## **Teaching and Learning**

- Actively support the Headteacher and the Leadership Team including Governors to work with the teaching staff to achieve the very best outcomes for pupils throughout the school
- To review the current curriculum and long term planning, to ensure coverage, progression and a range of learning experiences throughout the school.
- Liaise closely with all staff to ensure continuity and progression across the age and ability range.
- Lead by example as a teacher and as a manager, achieving high standards of pupil attainment, behaviour and motivation through effective teaching.
- Support subject leaders in the development and implementation of curricular initiatives.
- To monitor the quality of teaching and learning, as a key member of the Leadership Team through lesson observations and 'drop ins' in line with the school policy. This will include coaching and modelling lessons and the monitoring of short and medium term planning and scrutiny of pupils work.
- Oversee aspects of the school organisation and school planning and self-evaluation.
- Take some responsibility for the pastoral care of pupils, including your direct involvement when necessary.
- Co-ordinate and oversee the organisation of out of school learning activities.
- To monitor the standards of behaviour and achievement within year groups and across the school
- Set appropriate expectations for staff and pupils in relation to standards of pupil's achievements and the quality of teaching, establishing clear targets for improving and sustaining pupil's achievement supporting the process of teaching and learning in accordance with agreed policies and guidelines.
- Supporting staff to meet personal and professional targets.
- Ensure staff share the aims of the school in promoting a high quality of learning in the classroom.

## **Recording and Assessment**

- Update the Headteacher, other senior managers and governing body on the effectiveness of provision for pupils throughout the school and within a specific as agreed with the Headteacher
- Have input into the target setting process for raising achievement for pupils and feedback to the Headteacher.
- Monitor progress and ensure appropriate action plans are in place where issues are identified.
- Contribute to the Annual Reporting system and Consultation to Parents.

## **Leadership**

- Support the Headteacher in providing a clear direction for the development of the school.
- Contribute to establishing the core values of the leadership team and their practical expression.
- Contribute to management decisions on all aspects of policy, development and organisation by playing a significant role in the preparation, implementation and monitoring of the school's development plan.
- Support the Headteacher and staff in the review, implementation, development and monitoring of whole school policies which promote the school's values, aims and objectives.
- Assume responsibility for the management of the school in the absence of the Headteacher and Deputy Headteacher.
- Attend SLT meetings as required, and report back to staff when necessary.
- Establish good relationships, encourage good working practices and support and lead teachers.
- Plan, organise and chair meetings as appropriate.
- Lead, support, motivate and direct support staff working within the key stage.
- Liaise with teaching assistants and outside agencies.

- Standards and Quality Assurance.
- Support the aims and ethos of the school.
- Liaise with Governors, when appropriate, to facilitate their overview of strategic leadership
- Uphold the school's behaviour code and uniform regulations.
- Participate in staff training.
- Participate in Continuing Professional Development with particular reference to designated areas as agreed with the Headteacher
- Lead or attend team meetings and staff training as agreed with the Headteacher
- Develop links with Primary sister schools and collaborative partners

### **People and relationships**

- Sustain effective, positive relationships with all staff, pupils, parents and governors and the local community.
- Manage and develop effective working relationships with Headteacher and senior managers in the school.
- Support Curriculum Co-ordinators within the context of school policies, in relation to working practices and relationships to be fostered with pupils, including those relating to behaviour, discipline and attitude.
- Encourage moral and spiritual growth and civic and social responsibility amongst pupils.
- Managing innovation and change.

### **Human and material resources and their development and deployment:**

- Lead the professional development of all staff through example, coaching peer support and target setting.
- Take an active role in the development of teaching colleagues either through a professional role with our Teaching School or through the schools Performance Management programme for teaching staff
- Contribute to the audit of staffs' development and training needs and the provision of effective INSET.
- Ensure support and training during the induction of new staff and for trainee teachers.
- Support the establishment of priorities for expenditure across the whole school and within departments.
- Maintain effective and efficient management and organisation of the accommodation and resources of the school.
- Ensure the maintenance of a structured environment for effective teaching and learning, for good behaviour and discipline and for pupils' spiritual, moral, social and cultural development.

## **Safeguarding**

As a VIAT employee you will commit to safeguarding and promoting the welfare of children and young people.

## **Equality and diversity**

The Trust expects every employee to take responsibility for promoting a culture that values and respects difference.

## **Statement**

The list of duties in this job description should not be regarded as exclusive or exhaustive. There will be other duties and requirements associated with your job, and, in addition, as a term of your employment you may be required to undertake various other duties as may reasonably be required.

## PERSON SPECIFICATION

AREA	ESSENTIAL	DESIRABLE
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>• Qualified Teacher Status</li> <li>• Degree level qualification</li> </ul>	<ul style="list-style-type: none"> <li>• NPQSL</li> <li>• Ofsted Training</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Assistant Headteacher or Middle Leadership experience in a good or outstanding school.</li> <li>• Teaching experience across the full 3 – 11 range.</li> <li>• Experience of being a SENCO within a school setting.</li> <li>• Experience of meeting the needs of pupils with SEND.</li> <li>• Evidence of successful implementing whole School initiatives.</li> <li>• Outstanding teaching ability.</li> <li>• Demonstrable evidence of raising the standards.</li> <li>• Effective management of change.</li> <li>• Aspects of leadership and management in a whole school context.</li> <li>• Use of technology to improve systems that raise student achievement.</li> <li>• Effective line management.</li> <li>• In-depth knowledge and ability to effectively use data.</li> </ul>	<ul style="list-style-type: none"> <li>• Teaching experience in more than one school.</li> <li>• Experience of teaching pupils with SEND in a primary school context.</li> <li>• Experience of coaching colleagues to define adaptations and scaffolding aiding quality first teaching.</li> <li>• Effective collaboration with external agencies.</li> </ul>
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>• Knowledge of current educational trends, curriculum developments and educational initiatives.</li> <li>• Knowledge of the SEN and Disability Code of Practice (DfE/DoH, 2015).</li> <li>• An understanding of the Annual Review and statutory assessment processes.</li> <li>• A good knowledge of how to set meaningful end of Key Stage SEND outcomes and plan effective provision to enable all pupils with SEND to make good progress.</li> </ul> <p>A knowledge of a range of specialist SEND interventions and strategies that can be used to support students with SEND</p> <ul style="list-style-type: none"> <li>• Excellent knowledge and understanding of diversity and equality requirements.</li> <li>• Knowledge of latest Ofsted requirements relating to Learning, Teaching and Self-Evaluation.</li> <li>• Excellent strategies for discipline for learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Specialist knowledge of an area of SEND.</li> <li>• Knowledge and ability to use a range of specialist assessment tools to assess and track progress and gaps in learning.</li> <li>• Experience of working within a Multi-Academy Trust.</li> <li>• Experience of school improvement.</li> </ul>

	<ul style="list-style-type: none"> <li>• A dedication to high academic standards, with a knowledge of what 'Outstanding' and 'World Class' aspiration really looks like in theory and practice.</li> <li>• In-depth knowledge and ability to effectively use data.</li> <li>• A belief in working in partnership and as part of an established team.</li> <li>• Proven ability in the development of effective structures and systems.</li> <li>• Ability to think strategically.</li> </ul>	
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Know what outstanding looks like and the proven ability to develop outstanding practice.</li> <li>• Build and maintain effective relationships through effective interpersonal skills.</li> <li>• Excellent communication skills both oral and written.</li> <li>• Inspire, challenge, motivate and empower others.</li> <li>• Think creatively to anticipate and solve problems.</li> <li>• Build on current good practice whilst moving the school forward with vision and vigour.</li> <li>• Develop effective teamwork and be able to contribute effectively to a range of teams.</li> <li>• Think strategically and contribute to creating a coherent school vision.</li> <li>• Inclusive approach to education.</li> <li>• High expectations of self and others.</li> <li>• Manage and resolve conflict.</li> <li>• Work under pressure, maintaining a sense of perspective and humour.</li> <li>• Commitment, honesty and dedication.</li> <li>• Ability to manage own time effectively.</li> <li>• Reliability and integrity.</li> <li>• Resilience and tenacity.</li> <li>• Have a growth mindset.</li> <li>• Be able to understand complex data and prioritise needs for improvement.</li> </ul>	
<b>Attributes</b>	<ul style="list-style-type: none"> <li>• Be a team player.</li> <li>• Ability to motivate and inspire staff and students.</li> <li>• Ability to use tact, diplomacy, sensitivity and good humour.</li> </ul>	

	<ul style="list-style-type: none"><li>• The ability to understand others and create trust.</li><li>• Ability to coach colleagues to improve their performance.</li><li>• Effective written and spoken communication.</li><li>• Awareness of the need for attention to detail.</li><li>• Ability to demonstrate personal and emotional resilience when working in a range challenging situations.</li><li>• Personal commitment to extra-curricular activities.</li><li>• Motivation to work with children and young people.</li><li>• Commitment to safeguarding and promoting the welfare of children and young people.</li><li>• Ability to form and maintain appropriate relationships and personal boundaries with children and young people.</li><li>• Emotional resilience in working with challenging behaviours and attitudes to use of authority and maintaining discipline.</li><li>• Willingness to undergo appropriate checks, including enhanced DBS checks.</li></ul>	
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