



CLIFTONVILLE PRIMARY & PRE-SCHOOL

Independence Safe and Settled Resilience Respect Aspiration Learning Community
As an outstanding school we will inspire children to achieve more than they ever believed possible

That every member of our school community is challenged and supported to be the very best they

can be

That through our high-quality learning experiences & curriculum we will improve the life-chances of our children

That we educate the whole child so they can thrive in a changing world

SENDco and Leader of Inclusion (Assistant Headteacher)

Job description

Responsible to:	Headteacher, the Deputy Headteacher, the Governing Body and the Coastal Academies Trust
Number on roll:	840+ 37 full pre-school (mixture of 15 and 30 hrs)
Pay Scale:	Leadership L5-9 (59,147.00-65,288)
Start date:	1 st September 2026

Job Purpose

To provide **strategic leadership for SEND and inclusion**, ensuring that pupils with special educational needs and/or disabilities, pupils in receipt of Pupil Premium, pupils with English as an Additional Language, and pupils who join the school at non-standard points receive **high-quality, equitable educational provision** and achieve the best possible outcomes.

As a member of the **school's leadership team**, the SENDCo and Leader of Inclusion will ensure that **inclusion is integral to school improvement**, pedagogy, curriculum design, behaviour, attendance and safeguarding, and that statutory duties are fully met.

Key Responsibilities

Strategic Leadership and School Improvement

Be a **key member of the leadership team**, contributing to the vision, values and strategic direction of the school.

Work as part of the leadership team to raise standards for all but particularly all vulnerable groups.

Strategic direction and development of Inclusion, Equality and Diversity as a member of the School Leadership Team.

Take the lead on Equality and Diversity ensuring that this remains a priority area in the school's long term strategic planning.

Lead the development, implementation and evaluation of the **SEND and Inclusion strategy**, ensuring alignment with the School Improvement Plan.

Use **robust self-evaluation** to drive improvement in outcomes for vulnerable groups.

Ensure inclusion is **threaded through teaching, learning, curriculum design, behaviour, attendance and wellbeing**.

Monitor and evaluate the impact of provision on pupil progress, attainment and wider outcomes, reporting to the Headteacher and Governing Body.

SEND Leadership and Statutory Responsibility

Fulfil the role of **designated SENDCo**, ensuring compliance with the SEND Code of Practice and all statutory requirements. To include:

- Strategic leadership, management and development of SEN policy and provision, including teaching, learning, assessment, pupil progress and outcomes for pupils with SEND;

- Day-to-day operation of the SEN policy and provision for pupils with SEND or additional barriers to learning;
- Providing professional guidance, advice and support to colleagues;
- Working closely and communicating effectively with staff, parents / carers, external agencies and professionals, including relevant website content and reports;
- Maintaining an accurate and up-to-date SEND register and provision map;
- Implementation of the graduated approach to SEN support;
- Identification of pupils with SEND and securing relevant services;
- Making sure the school fulfils all statutory duties regarding the SEND Code of Practice, Equality Act 2010 and other relevant frameworks and guidance;
- Supporting with administration of any statutory assessments, moderation and tests for pupils with SEND and barriers to learning, including reasonable adjustments.
- Oversee the identification, assessment, planning and review cycle for pupils with SEND.
- Lead and quality-assure **IEPs/Support Plans, EHCP provision, reviews and annual reviews.**
- Manage SEND data effectively to inform provision, deployment of resources and school improvement priorities.
- Ensure high-quality transition arrangements within school and with external settings.

Inclusion, Equity and Vulnerable Pupils

Lead a **holistic approach to inclusion**, ensuring high expectations for all pupils regardless of need or background.

Oversee provision and strategic use of funding for **SEND, Pupil Premium, EAL and other targeted interventions.**

Support staff to meet the needs of pupils with **complex needs, high mobility, trauma, medical needs and social/emotional challenges.**

Ensure the voice of pupils and families informs provision and decision making.

Teaching, Learning and Staff Development

Support and challenge teachers to deliver **inclusive, adaptive teaching** as the first response to need.

Lead high-quality **professional development** for staff in SEND, inclusion and adaptive practice.

Model excellent inclusive practice and contribute to teaching and learning monitoring.

Advise on deployment and development of support staff to maximise impact.

Monitor and evaluate achievement and attainment of vulnerable groups of pupils.

Monitor the effectiveness of teaching and learning activities to meet the needs of all pupils. This may include lesson observations, monitoring of short and medium planning, scrutiny of pupils' work and discussions with pupils.

Working with Families, Agencies and the Wider Community

Build effective relationships with **parents and carers**, particularly those of pupils with SEND and vulnerable families.

Act as the key point of contact for **external professionals** (e.g. educational psychologists, therapists, social care, health services).

Represent the school at multi-agency meetings and contribute to safeguarding and early help processes.

Leadership and Management

Line manage staff (Assistant SENDco's, SEND admin and other staff supporting the most vulnerable children), ensuring high expectations, accountability and professional growth.

Manage the SEND and inclusion budget effectively, ensuring best value and transparency.

Contribute to leadership duties as required (e.g. safeguarding, behaviour, attendance, curriculum leadership, school self-evaluation).

Safeguarding and Professional Responsibilities

Uphold the school's safeguarding policies and promote the welfare of all children.

Carry out duties with **integrity, confidentiality and professionalism**.

Commit to ongoing professional development and reflective practice.

As Deputy Designated Safeguarding Lead (DDSL), the Inclusion Assistant Headteacher will work under the direction of the DSL and alongside other DDSLs to support with:

- Fulfilling the requirements outlined in the latest version of Keeping Children Safe in Education (KCSiE). Particularly as identified in 'Annex C: Role of the designated safeguarding lead';
- Leading safeguarding and child protection (including online and digital safety and understanding the filtering and monitoring systems and processes in place);
- Develop and promote effective safeguarding policies, procedures, systems and processes; Support and advise staff to carry out their safeguarding duties;
- Liaise closely with children's social care and other agencies and services including the LA and Police;

Additional expectations of a senior leader

In addition to the specific responsibilities outlined above, the AHT SENDco and Inclusion leader, as a senior leader within the school, will be expected to:

- Treat people fairly, equitably, and with dignity and respect to create and maintain a positive school culture
- Support the aims and ethos of the school and the Coastal Academies Trust including peer support, external partnership working, inclusion, community support and promoting the positive involvement of parents/carers in school life
- Set a good example in terms of dress, punctuality and attendance
- Take on any additional responsibilities which might from time to time be agreed with the Headteacher
- Attend and participate in open evenings and pupil performances
- Build strong links with parents and carers -organise and conduct meetings where appropriate with parents and carers to ensure positive outcomes for all parties
- Uphold the school's behaviour code and uniform regulations
- Participate in and where appropriate lead staff training
- Attend and where appropriate lead team, SLT and staff meetings
- Develop strong links with governors, the Coastal Academies Trust, outside agencies, and neighbouring schools
- Take appropriate responsibility for own health, safety and welfare

Please note that this job description is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the Inclusion Assistant Headteacher will be required to carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the Headteacher. Similarly, not all of the above duties will need to be performed all of the time and will vary according to the needs of the school at different points. The specific focus for the Inclusion Assistant Headteacher's work will be negotiated and agreed at the beginning of each performance management cycle.

Claire Whichcord, Headteacher

May 2026

