

TWO SCHOOLS, ONE VISION



At Towers Schools we build our future together

The Federation of Towers Schools

Assistant Head – Inclusion [SENCO]

JOB DESCRIPTION AND SPECIFICATION

MAY 2025

Assistant Head for Inclusion [SENCO]

- Leadership Pay Scale 4-8 -

Main Purpose of the Role

The Assistant Head Teacher for Inclusion [SENCO] plays a vital leadership role within The Federation of Towers Schools. As a member of the senior leadership team, the SENCO is responsible for ensuring that the school's policy on special educational needs is efficiently and effectively implemented, and that appropriate provision is made to meet the needs of all pupils. The SENCO will work closely with the Head of School, governing body, and other key stakeholders to build an inclusive school culture where pupils with SEND can participate meaningfully in the full life of the school, achieve ambitious outcomes, and make successful transitions to their next steps.

Key Responsibilities and Duties

SEND Co Specifics

- To be responsible for the efficient and effective implementation of the schools' policy on special education needs and for making sure that provision is made to meet the needs of pupils. The SEND CO may manage and organise learning support and ensures access to the curriculum that is effective and inclusive.
- Promoting co-production with our families in ensuring the very best provision for our learners.
- Being able to work positively with a range of stakeholders including the school nurse team and the Local Authority SEN Education services teams in order to maximise our schools offer.
- Producing reports termly for Governors regarding provision and effectiveness - monitoring data and supporting our teaching framework underpinned by cognitive science menus and Tom Sherrington WALKTHRU.
- Ensure the website is up to date with relevant statutory information.
- Alongside the Head of the school, work with our amazing support team in bringing about effective training and monitoring opportunities ensuring the best delivery for all.
- Responsible for ensuring the quality and consistency of provision, including observation and monitoring, training, and continuing professional development.
- Ensuring statutory obligations are met and managing information, resources, and budgets.
- Coordinating provision for children and young people with special educational needs, a disability, or additional needs, including identifying interventions, appropriate strategies, resources, and ensuring access to the provision offered.
- Managing, monitoring, and reporting on relevant budgets using the agreed processes and procedures of the school and in accordance with financial regulations.

- Collaborating with and advising school staff to develop their skills, expertise, and professional practice, including supporting staff to identify additional needs and develop plans and interventions.
- Maintaining up-to-date information about pupils with additional needs to track, monitor, and account for provision.
- Overseeing the records of children and young people with special educational needs, disabilities, or additional needs, including contributing to Statutory Assessment and Personal Education Plans for Children in Care.
- Managing learning support teams and ensuring staff are deployed according to the needs of children and young people, including induction, professional development, and performance management.
- Responsible for transition planning, including entry to school, transition between key stages, and transition to secondary school or further education.
- Organising and delivering INSET to all staff to ensure awareness of current legislation and guidance, and assessing and evaluating the impact of INSET on practice and professional development.
- Working with and supporting parents/carers of children and young people with additional needs, including organising the review process, leading Annual Reviews, and facilitating appropriate home-school learning.
- Contributing to the school's Disability Equality Scheme and action plan.
- Collaborating with external agencies, collating information, coordinating multi-agency meetings, and ensuring agreed action is completed and reviewed.
- Managing specific impairments, including visual impairment, hearing impairment, physical/medical conditions, Speech and Language, ASD, and Social Communication.
- Providing strategic leadership and development of the school's inclusive practises.
- Ensuring high-quality provision for SEND, Pupil Premium, Looked After Children, and other vulnerable learners.
- Developing and implementing a whole-school inclusion strategy to ensure all students have access to high-quality education and support.
- Monitoring and evaluating the impact of interventions and initiatives aimed at improving progress, attainment, attendance, and well-being for key student groups.
- Working closely with the Phase leaders and other key staff to drive improvements in inclusive teaching and student outcomes.
- Ensuring compliance with all statutory requirements related to SEND, safeguarding, and inclusion.
- Promoting outstanding teaching and learning practises that are inclusive and adaptive, ensuring all students can access the curriculum effectively.

- Collaborating within SLT to provide leadership in high-quality adaptive teaching strategies across all subject areas.
- Working with Phase Leaders and teachers to ensure inclusive classroom practises and effective use of data to inform teaching for key groups.
- Leading professional development in conjunction with Heads of School and their phase leaders for staff on inclusive teaching and adaptive strategies for students with diverse needs.
- Conducting lesson observations, learning walks, and work scrutiny to maintain high teaching standards.
- Providing strategic oversight of pupil progress and outcomes of students in these key groups, monitoring and analysing student progress data, and overseeing relevant interventions and support.
- Overseeing the school's targeted interventions for students requiring additional behavioural, emotional, or academic support.

Resource Management

- Work with the Head of School to provide effective organisation and management of the school and seek ways to improve organisational structures and functions based on rigorous self-evaluation.
- Work with the Head of School to ensure the school and the people and resources within it are organised and managed to provide an efficient, effective, and safe learning environment.
- Secure and allocate resources to support effective learning and teaching within the subject area(s).

Skills and Competencies

- Excellent knowledge and understanding of the SEND Code of Practice and statutory requirements related to SEND, safeguarding, and inclusion.
- Strong leadership and management skills, with the ability to work collaboratively with the senior leadership team, governing body, and other key stakeholders.
- Proven track record of driving improvements in inclusive teaching and student outcomes for pupils with SEND, Pupil Premium, Looked After Children, and other vulnerable learners.
- Exceptional communication and interpersonal skills, with the ability to build positive relationships with pupils, parents/carers, and a wide range of external agencies.
- Demonstrable experience in managing and deploying learning support teams effectively, including induction, professional development, and performance management.
- Thorough understanding of evidence-based teaching and learning strategies that support the diverse needs of pupils, and the ability to model and promote these approaches across the school.
- Skilled in data analysis and the use of assessment information to inform targeted interventions and support for key student groups.

- Commitment to continuous professional development and a passion for keeping up to date with the latest research and best practice in SEND and inclusive education.

Professional Development

The Federation of Towers Schools is committed to the professional development of all staff. As the Assistant Head Teacher for Inclusion [SENCO], you will have access to a range of training and development opportunities to support your growth and enable you to excel in your role. This may include:

- Participation in the National Professional Qualification for Special Educational Needs Coordinators (NPQ SENCO) or other relevant leadership development programmes.
- Opportunities to attend specialist conferences, workshops, and networking events to stay informed of the latest developments in SEND and inclusive education.
- Collaborative working with other SENCOs and inclusion leaders within the local authority and wider educational community.
- Coaching and mentoring from experienced members of the senior leadership team.
- Support to undertake further academic or professional qualifications related to your role.

The school values continuous learning and will work with you to identify and facilitate professional development that aligns with your personal goals and the strategic priorities of the school.

Safeguarding

The Federation of Towers Schools is committed to safeguarding and promoting the welfare of children and young people. The Assistant Head Teacher for Inclusion [SENCO] will be a key member of the school's safeguarding team, with responsibilities that include:

- Ensuring that all staff are aware of and adhere to the school's safeguarding policies and procedures, including engaging in annual safeguarding training and updates.
- Collaborating with the Designated Safeguarding Lead to identify and support pupils with additional needs or vulnerabilities, and ensuring appropriate safeguarding measures are in place.
- Maintaining detailed records of pupils with SEND, Pupil Premium, Looked After Children, and other vulnerable learners, and using this information to inform safeguarding practises.
- Liaising with external agencies, such as social services and the local authority, to coordinate support and ensure the safety and well-being of all pupils.
- Promoting a culture of vigilance and a safe environment where pupils feel empowered to share their concerns and are listened to.
- Undertaking the role of Deputy Designated Safeguarding Lead, providing support and advice to the Designated Safeguarding Lead as required.

The successful candidate will be subject to an enhanced DBS check and must demonstrate a strong commitment to safeguarding and child protection.

Assistant Head Teacher – Inclusion [SENCO] person specification

	Essential	Desirable	Assessed by
Personal qualities			
Have a clear strategic vision for inclusion	✓		Application & interview
High expectations for student achievement and behaviour	✓		Application & interview
Ability to work independently and as part of a team	✓		Application & interview
Strong interpersonal and communication skills	✓		Application & interview
Enthusiasm for professional development and a reflective approach to practice	✓		Application & interview
Skills and abilities			
The ability to collaborate effectively and efficiently with school teams and work with other professionals and agencies	✓		Interview
Communication skills, oral, written and presentational	✓		Application & interview
Ability to recognise the characteristics of well planned, organised and differentiated lessons	✓		Application & interview
Proficiency in the use of ICT and the software programmes for inclusive learning	✓	✓	Application
The ability to deliver INSET across the different staff groups in the school	✓		Application & interview
The ability to manage and account for budgets		✓	Application & interview
The ability to manage relevant information and data for purposes of recording, target setting, monitoring, evaluation and reporting	✓		Application and interview
Displays commitment to the protection and safeguarding of children and young people	✓		Application and interview
Knowledge			
Up to date knowledge about legislation and national and specialist guidance and information	✓		Application
Systems for identifying, reviewing and assessing special educational needs, disabilities and additional needs	✓		Application and interview
How to manage and supervise teams of school support staff	✓		Interview
How children and young people learn, develop and progress through life stages and events	✓		Application and interview
How ICT can be used effectively to motivate children to learn and access the curriculum	✓		Interview
Health and safety practice and the role of the individual in promoting and safeguarding pupil and staff welfare	✓		Application and interview

How to manage equalities and inclusion policies and how these are implemented in schools	✓		Application and interview
Has up-to-date knowledge of relevant legislation and guidance in relation to working with, and the protection of, children and young people	✓		Application and interview
Qualifications and experience			
Qualified Teacher Status	✓		Evidence of qualification
Evidence of successful school leadership at middle leader level in a primary school	✓		Application and interview
Successful teaching experience or a Fast Track progression route	✓		Application
A proven track record of outstanding and inclusive teaching and learning	✓		Application and interview
Experience in developing and implementing curriculum resources	✓		Application and interview
Experience leading training sessions for staff	✓		Application and interview
Experience mentoring or coaching staff	✓		Application and interview
Experience working with children who have a range of barriers to learning, e.g. behaviour, attendance, specific learning difficulties	✓		Application and interview
Statutory SENDCo qualification (if not achieved either be in the process of achieving or committed to starting the qualification upon appointment)		✓	Application
Post threshold teacher status		✓	Application
Evidence of continuing professional development	✓		Application
Mandatory Requirements			
Commitment to safeguarding and promoting the welfare of children and vulnerable adults in school	✓		Application and interview
Commitment to equal opportunities	✓		Application and interview