Wiveliscombe
PRIMARY SCHOOL

Job Description and Person specification

Assistant Headteacher – Pastoral, Inclusion and SENDCo

Main purpose

As a member of the Senior Leadership Team, the Assistant Headteacher – Pastoral, Inclusion Lead and SENDCo will provide strategic and operational leadership for pastoral care, safeguarding, inclusion and special educational needs and disabilities across Wiveliscombe Primary School.

The postholder will help ensure that pupils are identified early when they need additional support, that provision is carefully planned and coordinated, and that its impact is regularly reviewed. They will promote an inclusive culture in which high expectations are maintained and barriers to learning, participation, attendance and wellbeing are addressed.

The role includes leadership of the school's SEND provision and responsibility for overseeing and developing our inclusion base, ensuring that it meets the needs of pupils enrolled at Wiveliscombe Primary School and contributes positively to their wider educational experience.

The postholder will work closely with the Headteacher, teachers, support staff, parents and carers, governors, external professionals and relevant early years partners. This will include working with The Paddocks nursery in Wiveliscombe and its Early Years SENDCo to support early identification, information-sharing where appropriate and effective transitions for children with additional needs.

The role is non-class-based, with **no timetabled class-teaching commitment**. The postholder will work directly with pupils where appropriate for assessment, observation, consultation and review of provision.

Strategic leadership and school improvement

The postholder will:

- Contribute fully to the work of the Senior Leadership Team and the strategic direction of the school.
- Lead the development, implementation and evaluation of the school's approaches to SEND, inclusion and pastoral care.
- Ensure that inclusive practice is embedded across the school rather than treated as the responsibility of individual staff or a separate provision.
- Work with the Headteacher and colleagues to identify priorities, set measurable objectives and evaluate progress against the school improvement plan.
- Use school information, professional knowledge and feedback from pupils, families and staff to identify strengths, gaps and areas for development.

- Support a culture of high expectations, belonging, positive relationships and appropriate challenge for all pupils.
- Contribute to policies, procedures and whole-school decisions relating to inclusion, safeguarding, attendance, behaviour and wellbeing.
- Keep up to date with relevant legislation, statutory guidance and effective practice, ensuring that the school's work reflects current requirements.

SEND leadership and coordination

The postholder will:

- Fulfil the responsibilities of the Special Educational Needs and Disabilities Coordinator (SENDCo), in accordance with applicable legislation, statutory guidance and the school's policies.
- Lead the identification, assessment, planning, provision and review processes for pupils with SEND including CLA.
- Ensure that the school's SEND register and associated records are accurate, up to date and appropriately maintained.
- Support teachers to identify and respond to additional needs through high-quality classroom teaching, reasonable adjustments and targeted support.
- Work with staff to develop and review individual plans and provision arrangements where appropriate.
- Coordinate the graduated approach of assess, plan, do, review, ensuring that decisions are informed by evidence and that provision is adapted when it is not achieving the intended outcomes.
- Support the preparation, review and implementation of Education, Health and Care Plans (EHCPs), including coordination with families and relevant professionals.
- Liaise with the local authority and other agencies regarding statutory processes, advice, provision and support.
- Help ensure that resources and interventions are matched to pupils' needs and that their effectiveness is evaluated.
- Promote meaningful pupil and parent/carer participation in decisions about support and provision.
- Support the school's compliance with relevant SEND duties, including accessibility, reasonable adjustments and appropriate information-sharing.

Pastoral care, behaviour and wellbeing

The postholder will:

- Lead and develop approaches that promote pupils' emotional wellbeing, positive relationships, engagement and sense of belonging.
- Work with staff to identify barriers affecting learning, attendance, behaviour or participation and coordinate appropriate responses.

- Support consistent, relational and inclusive approaches to behaviour across the school.
- Work with parents and carers to resolve concerns and develop constructive partnerships around pupils' needs.
- Coordinate support for pupils experiencing difficulties that affect their ability to access learning or participate fully in school life.
- Work with the Designated Safeguarding Lead and other relevant staff to ensure that pastoral concerns are addressed promptly and in accordance with safeguarding procedures.
- Contribute to strategies that improve attendance, reduce persistent absence and support successful reintegration where required.
- Ensure that pupil voice informs the development and review of pastoral and inclusion provision.

Leadership and development of The POD

The postholder will oversee and develop **The POD as an internal Wiveliscombe Primary School resource for pupils enrolled at the school**.

Responsibilities will include:

- Establishing and maintaining a clear purpose for The POD, aligned with pupils' identified needs and the school's inclusive ethos.
- Ensuring that pupils' access to The POD is based on careful assessment, agreed objectives and regular review.
- Developing clear arrangements for planning, recording and evaluating the support provided.
- Ensuring that provision supports pupils' learning, communication, emotional regulation, relationships, independence and readiness to engage with learning, as appropriate to individual needs.
- Working with class teachers and support staff to ensure that The POD complements pupils' wider educational experience and that appropriate links with classroom learning are maintained.
- Ensuring that support is reviewed regularly, with decisions informed by pupils' progress, wellbeing and changing needs.
- Supporting staff working within The POD through guidance, professional discussion and appropriate development opportunities.
- Working with parents and carers and, where appropriate, external professionals to develop a shared understanding of pupils' needs and progress.
- Monitoring the use of resources and evaluating the impact of provision to inform future development.

The POD is a school-based resource for pupils on the school roll. It is not a local authority inclusion base or a separate local authority placement or admissions route.

Early years partnership and transition

The postholder will:

- Work in partnership with **The Paddocks nursery in Wiveliscombe and its Early Years SENDCo** to support the identification and understanding of children's additional needs.
- Develop effective communication and transition arrangements for children with SEND moving from nursery into school.
- Liaise with families and relevant professionals, subject to appropriate consent, confidentiality and information-sharing requirements.
- Support the exchange of relevant information to help ensure that provision is planned before a child starts school wherever practicable.
- Contribute to continuity of support between early years settings and school, including advice and joint planning where appropriate.
- Promote a shared understanding of inclusive practice and the importance of early identification and timely support.

Teaching, learning, assessment and quality assurance

The postholder will:

- Support colleagues to adapt teaching and learning so that pupils with SEND can access an ambitious, appropriate curriculum.
- Work with teachers to identify barriers to learning and develop practical strategies to address them.
- Use a range of evidence, including classroom assessment, observations, work samples, pupil and family views, school information and professional advice, to inform decisions about provision.
- Undertake educational assessments and observations within their professional competence and coordinate further advice or specialist assessment where necessary.
- Monitor the quality and impact of SEND and pastoral provision through appropriate activities, which may include learning walks, lesson observations where authorised, work scrutiny, planning reviews and discussions with pupils and staff.
- Evaluate the effectiveness of interventions and additional support, identifying what should continue, change or cease.
- Use findings to inform staff development, resource allocation and school improvement priorities.
- Ensure that assessment and review processes lead to practical actions and measurable improvements for pupils.

Staff development, leadership and management

The postholder will:

- Provide advice, guidance and professional support to teachers and support staff on SEND, inclusion, pastoral care and individual pupil needs.
- Identify staff training needs and contribute to the planning and delivery of relevant professional development.
- Promote staff confidence in inclusive classroom practice, adaptive teaching and the effective use of support strategies.
- Facilitate professional discussion and collaborative problem-solving around pupils' needs.
- Undertake line management, supervision and performance management responsibilities for designated staff where delegated by the Headteacher.
- Support the induction and development of colleagues working within SEND and pastoral provision.
- Promote a reflective culture in which staff evaluate the impact of their work and share effective practice.

Partnership with families, professionals and governors

The postholder will:

- Build respectful, constructive relationships with parents and carers, recognising their knowledge of their children and their role in decision-making.
- Communicate clearly and sensitively, including when discussing complex needs or challenging circumstances.
- Coordinate and contribute to meetings with families, school staff and external professionals.
- Work with relevant services, which may include educational psychology, health services, social care and local authority teams, according to pupils' needs.
- Contribute to reports and information for governors and senior leaders, as appropriate, on SEND, inclusion, pastoral provision and the impact of support.
- Support the school in meeting its statutory responsibilities and responding appropriately to concerns or complaints relating to SEND and inclusion.

Safeguarding and professional responsibilities

The postholder will:

- Uphold the school's safeguarding and child protection policies and procedures as DDSL.
- Promote the welfare and safety of all pupils and respond appropriately to concerns in accordance with school procedures and statutory guidance.

- Maintain confidentiality and handle sensitive information in accordance with data protection requirements and school policy.
- Ensure that records relating to pupils and provision are accurate, secure and appropriately shared.
- Model professional conduct and maintain appropriate boundaries in relationships with pupils, families and colleagues.
- Undertake relevant training and keep professional knowledge up to date.
- Contribute to the school's commitment to equality, inclusion and the removal of barriers to participation.

Other duties

The postholder will undertake any other reasonable duties as directed by the Headteacher, consistent with the level and nature of the post and the needs of the school, contributing flexibly to the effective day-to-day running of the school when required.

General

This job description outlines the main responsibilities of the role. It is not intended to be exhaustive, and responsibilities may be reviewed in consultation with the postholder to reflect the evolving needs and priorities of the school.

Wiveliscombe PRIMARY SCHOOL

PERSON SPECIFICATION

Assistant Headteacher – Pastoral, Inclusion and SENDCo

The person specification sets out the essential and desirable criteria for the role. Candidates should address the essential criteria clearly in their application and provide examples from their professional experience wherever possible.

Criteria	**Essential / Desirable**
Qualifications and professional status	
Qualified Teacher Status (QTS).	Essential
Appropriate professional experience and evidence of continuing professional development.	Essential
Holds the National Award for Special Educational Needs Coordination (NASENCo) or is willing to undertake the qualification.	Essential
Further relevant qualifications or training in SEND, inclusion, pastoral leadership, safeguarding or leadership and management.	Desirable
Teaching and professional experience	
Successful experience as a teacher, with a clear understanding of effective teaching, learning and assessment.	Essential
Experience of leading SEND and supporting pupils with a range of additional needs and barriers to learning.	Essential
Experience of working collaboratively with colleagues to adapt provision and improve outcomes for pupils.	Essential
Experience of contributing to or leading developments in SEND, inclusion, pastoral care or pupil wellbeing.	Essential

Experience of working with parents and carers around additional needs or pastoral concerns.	Essential
Experience of leading or contributing to school improvement initiatives.	Desirable
Experience of working with early years settings or supporting transitions into school.	Desirable
Leadership and strategic development	
Ability to lead and develop SEND and inclusive practice across a school.	Essential
Ability to manage school in the absence of the Headteacher	
Ability to translate strategic priorities into clear plans, practical actions and measurable outcomes.	Essential
Ability to evaluate the quality and impact of provision and identify appropriate next steps.	Essential
Confidence in using assessment information, observations and professional evidence to inform decisions.	Essential
Ability to support, guide and challenge colleagues constructively.	Essential
Ability to contribute effectively as a member of the Senior Leadership Team.	Essential
Understanding of the effective deployment of staff, resources and interventions.	Essential
SEND, inclusion and pastoral expertise	
Sound understanding of SEND legislation, the SEND Code of Practice and the graduated approach.	Essential
Understanding of EHCP processes and partnership working with families, the local authority and relevant professionals.	Essential
Understanding of adaptive teaching, reasonable adjustments and barriers to learning.	Essential
Ability to support effective approaches to behaviour, attendance, emotional wellbeing and pupil engagement.	Essential
Understanding of safeguarding responsibilities and the importance of acting promptly on concerns.	Essential
Ability to lead the development and evaluation of a targeted school-based resource such as The POD.	

Communication and relationships	
Strong interpersonal and communication skills, including the ability to discuss sensitive issues with care and professionalism.	Essential
Ability to build trusting relationships with pupils, families, staff and external professionals.	Essential
Ability to listen to pupils and families and include their views in planning and review.	Essential
Ability to work collaboratively with The Paddocks nursery and its Early Years SENDCo to support early identification and transition.	Essential
Ability to maintain confidentiality, accurate records and appropriate information-sharing arrangements.	Essential
Personal qualities and professional values	
A clear commitment to inclusion, equality of opportunity and high expectations for every child.	Essential
Warmth, empathy and the ability to understand individual circumstances while maintaining professional boundaries.	Essential
Resilience, sound judgement and the ability to manage competing priorities.	Essential
A reflective approach, with a willingness to learn, adapt and improve practice.	Essential
A practical, solution-focused approach to complex situations.	Essential
Commitment to contributing positively to the school's community spirit and collaborative culture.	Essential
Commitment to safeguarding and promoting the welfare of children.	Essential
Willingness to contribute flexibly to the wider life and effective running of the school.	Essential

Additional requirements

The successful candidate will be required to complete the relevant pre-employment checks, including an enhanced Disclosure and Barring Service (DBS) check, verification of qualifications and professional status, references and any other checks required by current legislation and school policy.