



Hillcrest School & Sixth Form Centre

Job Description and Specific Responsibilities: Associate Assistant Headteacher – SENCO

Responsible to the Headteacher

All members of the senior leadership team (SLT) will:

- Assist the Headteacher in ensuring the highest possible educational standards in the school and creating an ethos and culture based on high expectations, and where all students and staff feel valued.
- Play a key role in the strategic direction and development of the school, supporting the Headteacher in creating a long-term vision and monitoring and evaluating the school's policies, practices, and targets on a day-to-day basis.
- Ensure high visibility around the school, throughout the school day, and at school events.
- Manage school accountability to various audiences, including governors, parents/carers, and stakeholders.
- Deploy staff and resources efficiently and effectively.

Key Accountabilities

Strategic Leadership:

- To ensure the school's practice complies with the SEND Code of Practice (2014) and all other relevant statutory requirements.
- Ensure whole-school alignment with the Local Authority's Ordinarily Available Provision (OAP) guidance, supporting staff, monitoring impact, and identifying when provision requires escalation beyond ordinarily available support.
- To work with all relevant stakeholders to ensure an ethos of inclusion within the school.
- The SENCO has overall responsibility for monitoring and improving the attendance of students with SEND, ensuring appropriate support and interventions are in place to address barriers to regular attendance. The SENCO will work closely with the Deputy Headteacher for Culture and Inclusion and the Attendance Officer.
- The SENCO will work in an effective partnership with the Deputy Headteacher for Culture and Inclusion to lead and develop pastoral provision, ensuring effective, consistent practice that supports the well-being, inclusion, and progress of all students.
- To ensure that there is a culture of high expectations and aspirations for students with SEND.
- To ensure the school's SEND policy is implemented.
- The SENCO is responsible for overseeing and coordinating all students' medical needs and ensuring that appropriate, up-to-date medical plans are in place and effectively implemented across the school.
- To role model quality first teaching in your own practice.
- To undertake and maintain safeguarding training and to work with the Deputy Headteacher (DSL) and other safeguarding leads where necessary.
- To maintain accurate and up-to-date information concerning the SEND department on the management information system.

- Implement targeted literacy and numeracy interventions to improve progress and outcomes for students with SEND.
- To accurately identify students with SEND across the school through a rigorous assessment procedure.
- The SENCO has overall responsibility for the school's Accessibility Plan, ensuring barriers to learning are identified and removed. That access to the curriculum, environment, and information is equitable for all pupils in line with the Equality Act 2010.
- Track the progress of SEND students through a range of data.
- In consultation with the leadership team, to provide a programme of professional development regarding SEND that ensures all staff have the knowledge, skills and understanding to plan to teach and learn effectively, enabling students with SEND to make expected progress.
- To write reports for the Governing body on progress and developments, when required.
- To ensure that the school carries out its statutory responsibilities regarding students with EHCPs and SSP.
- To ensure exam access arrangements are in place, including the assessment of need.
- To ensure that the website is up to date with all relevant statements and information regarding statutory requirements.

Leadership and Management:

- Lead the department and the deployment of the TA team to ensure the effective impact on students with SEND.
- Establish clear expectations and constructive working relationships among staff.
- Ensure that all staff understand their role in taking collective responsibility for students with SEND.
- Maintain high expectations of all staff and be prepared to challenge poor performance.
- Work in a strategic partnership with the SLT, data manager and examinations officer.
- Monitor and respond to inclusion initiatives – national, regional and local.
- Develop and manage systems in school which ensure students with SEND are supported appropriately.
- Ensure that provisions are put into place that enhance the progress of students with SEND, relative to those students who do not have SEND. Oversee this provision.
- Close liaison with parents/carers/staff and outside agencies to ensure a consistent and collaborative approach.
- Work with the Head of Year 7 to plan an effective transition between KS2 and KS3, including an enhanced transition day, and ensure effective links with primary schools and schools/colleges.
- Ensure successful transition across all year groups, including new students into Year 12 from other schools.
- Update and review the SEND register.
- Ensure that the school fully meets its duties under the Equality Act 2010 by promoting inclusion and preventing discrimination against pupils with special educational needs and disabilities.

Teaching and Learning:

- With the Assistant Headteacher (Development of Teaching), play a role in securing outstanding classroom practice across the school.
- Provide leadership and direction for middle leaders (curriculum and achievement) to enable them to provide targeted and appropriate intervention for students with SEND, to raise standards at KS3, 4 & 5.
- Ensure that information on student progress is used to improve teaching and learning.
- To have an overview of areas of underachievement in the school and identify learning barriers that may affect achievement for students with SEND.
- To deliver whole-class and small-group teaching as required.

Other Specific Duties:

- To engage actively in the teacher appraisal/performance review process.
- To undertake any other duty specified by STPCB not mentioned above.
- Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.
- Employees will be expected to comply with any reasonable request from the Headteacher to undertake work of a similar level that is not specified in this job description.
- Employees are expected to be courteous to colleagues and provide visitors with a welcoming environment.
- The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.
- The post holder is expected to observe their obligations in accordance with the School's Child Protection Procedure and the document 'Keeping Children Safe in Education: Information for all school and college staff' and to report any concerns that they may have regarding a child or young person's welfare to the appropriate person. Copies of the above procedure and information can be obtained from the post holder's line manager.

The job description is current as of the date shown, but, in consultation with you, may be changed by the Headteacher to reflect or anticipate changes in the job commensurate with the grade and job title.

April 2026



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Person Specification Associate Assistant Headteacher - SENCO

	Essential
Experience	<ul style="list-style-type: none"> • Successful experience of being a SENCO in a secondary school. • Impact of raising attendance for students with SEND. • Extensive knowledge and experience of SEND legislation and practice. • Evidence of professional development relevant to the SENCO role. • Experience in holding staff to account for standards. • Experience in dealing with safeguarding issues within a school setting.
Knowledge and understanding	<ul style="list-style-type: none"> • In-depth knowledge and understanding of national priorities, current curriculum development and an ability to design and implement an innovative curriculum based on students' needs. • Knowledge and understanding of the SEND code of practice and other relevant legislation. • Secure knowledge of the Local Authority's Ordinarily Available Provision (OAP) guidance and its effective implementation in mainstream settings. • Knowledge of effective adaptive teaching strategies and how to support teachers in implementing these across all subjects. • Knowledge of what an effective pupil passport/one-page profile looks like to support adaptive teaching.
Skills, abilities and attributes	<ul style="list-style-type: none"> • Excellent classroom teaching. • Strong presentation skills. • Ability to work with all stakeholders. • Ability to build effective professional relationships. • Ability to motivate and monitor a team. • Ability to prioritise and organise own work. • Ability to delegate appropriately and empower others.
Personal qualities	<ul style="list-style-type: none"> • High expectations of staff and students. • High levels of emotional intelligence. • Ambitious for the school and for all students. • High personal expectations and goals. • A commitment to continued professional development. • Imaginative and forward-looking. • Able to always maintain professional standards. • Presence with staff, students, and parents/carers. • Commitment to Equal Opportunities.
Qualification	<ul style="list-style-type: none"> • Qualified Teacher Status. • Recognised SEND Qualification. • Relevant Degree. • Evidence of continuing professional development.