

Head of Inclusion – Secondary (SENCo)

Job Description

Department: Inclusion - Secondary Phase

Direct Reporting Line: Director of Inclusion (Whole School) and Head of Secondary

Job Purpose:

The Head of Inclusion – Secondary leads high-quality provision for Students of Determination within the Secondary school, ensuring inclusive practice is embedded across teaching, learning and pastoral systems. As a key middle leader within an outstanding school and department, the postholder works strategically and operationally to remove barriers to learning, promote high expectations, and secure strong academic and personal outcomes for all students requiring additional support.

This role combines deep specialist knowledge with instructional leadership — coaching teachers, shaping classroom practice, and ensuring evidence-informed intervention impacts student progress.

Key Relationships (Internal and External):

Director of Inclusion, Head of Inclusion (secondary) , Inclusion Specialist Teachers, Classteachers, Students, Parents, Student Support Team, School Counsellor, Principal and other members of the school management team, external agencies as required.

Key Accountabilities:

1. Strategic Leadership & Ethos

- Champion a highly inclusive ethos aligned with school values and KHDA expectations.
- Promote high expectations for student learning, independence and achievement.
- Contribute to whole-school inclusion development planning and self-evaluation processes (SEF, DSIB readiness, policy review).
- Ensure policies, systems and procedures are compliant, coherent and effectively implemented within the Secondary school.
- Ensure JCQ exam access arrangements are fully compliant.
- Contribute to admissions, enrolment and transition processes for students with additional needs.

2. Identification, Assessment & Provision

- Lead the identification and assessment of students with additional needs through observation, screening, diagnostic assessment and data analysis.
- Maintain and regularly review a robust Secondary SEND register.
- Work alongside teachers to observe, assess and identify barriers to learning.
- Implement effective screening and diagnostic procedures.
- Lead the coordination of examination access arrangements and compliance.
- Oversee and quality-assure the development, implementation and review of IEPs/Edukey plans.
- Design and coordinate evidence-based interventions for individuals and small groups.
- Monitor impact of interventions and adjust provision accordingly.

3. Teaching & Learning Impact

- Ensure Inclusion Specialist Teachers are supporting classroom teachers in developing differentiated, inclusive teaching approaches.
- Conduct learning walks and lesson observations focused on inclusion and adaptive teaching.

- Provide coaching and professional development to teachers and LSAs to lower barriers to learning.
- Lead on the development of relevant and meaningful learning pathways, courses and activities to support students with more complex learning needs.
- Monitor implementation of strategies and provide targeted feedback to improve classroom practice.
- Promote a graduated approach to support, building teacher capacity and student independence.

4. Data & Outcomes

- Track progress and development of identified students in collaboration with Heads of Department and Heads of Year Leaders.
- Analyse attainment, progress and pastoral data to identify trends and gaps.
- Prepare reports for senior leadership, inspections and governing bodies.
- Ensure transparent monitoring systems and clear impact evaluation.

5. Leadership & Line Management

- Line manage Inclusion Specialist Teachers, LSAs and ILSAs within Secondary.
- Mentor and induct new team members ensuring that support is robust at all times.
- Lead weekly Student Support meetings.
- Support performance management processes with focus on differentiation and impact.
- Foster a collaborative, reflective and high-performing team culture.

6. Partnership & Communication

- Facilitate collaborative meetings to develop and review individual education plans.
- Maintain high levels of communication with teachers, pastoral leaders and senior leadership.
- Provide clear advice and guidance to parents and staff.
- Ensure appropriate regularity of meetings with parents and teachers.
- Develop and maintain strong relationships with external agencies (e.g., psychologists, therapists).
- Represent Inclusion at parent events and school occasions.

7. Compliance & Safeguarding

- Receive and act upon Records of Concern where necessary.
- Ensure all critical student information is shared appropriately and professionally.
- Maintain accurate documentation and records particularly with respect to JCQ requirements for Exam Access Arrangements.
- Ensure resource allocation is effective and aligned to student need.

8. Professional Growth & Wider Contribution

- Contribute to Taaleem-wide professional sharing and collaboration.
- Engage in ongoing professional development aligned to inclusive practice.
- Support cross-phase transition and strategic Inclusion initiatives.
- Be fully involved in Inclusion Networks through Taaleem, BSME or wider.

Person Profile:

- Holds recognised SENCo qualification or equivalent.
- Demonstrates deep knowledge of barriers to learning and inclusive pedagogy.
- Has experience in a Secondary setting with strong curriculum understanding.
- Is skilled in coaching and developing teachers.
- Uses data intelligently to drive decisions and evaluate impact.
- Builds positive, solution-focused relationships with parents and staff.
- Is organised, strategic and emotionally intelligent.
- Maintains high expectations and believes in student potential.
- Can balance operational detail with strategic thinking.