



# **Assistant Headteacher for Inclusion**

Part-time, permanent

**Start date September 2026**

We are looking to have someone in post by **1st September**, but we can be flexible on the start date for the right person.

**As Assistant Headteacher for Inclusion, the post holder will provide strategic leadership and operational management of inclusion across the school, ensuring high quality provision and outcomes for all pupils, particularly those with Special Educational Needs and Disabilities (SEND).**

Paulton Junior School is a large junior school located in the village of Paulton (between Bath and Bristol) with 240 pupils on roll. Our mission is to create a vibrant, inclusive, and nurturing environment where every pupil feels safe, valued, and inspired to reach their full potential. We encourage our pupils to be ambitious in their learning and resilient in the face of challenges.

We believe that children succeed best when there is a strong partnership between school and home. We work closely with our families and the wider Paulton community to ensure that every child is supported, heard, and encouraged every step of the way.

As our wonderful SENDCo prepares for retirement this summer, we are introducing a new leadership structure at Paulton Junior School. We are looking for an enthusiastic, passionate leader to join our senior team in the newly created role of Assistant Headteacher for Inclusion.

This senior position will build on our current success while taking a strategic, whole-school approach to inclusion. It is a fantastic opportunity to shape a new role and make a lasting difference to our children.

**We invite you to visit us, meet our dedicated staff, and see for yourself what makes Paulton Junior School such a special place to learn and grow.**

**Post Title:** Assistant Headteacher for Inclusion

**Salary:** L1 - 5

**Hours:** 0.6 fte (3 days per week)

**Contract type:** part-time, permanent

**Reporting to:** Headteacher

**Responsible for:** Teaching Assistants, HLTAs

**Status:** This is a senior post within the school's staffing structure, which carries with it membership of the Senior Leadership Team. As Assistant Headteacher for Inclusion, you will be required to meet the general requirements of this post as specified in the School Teachers' Pay and Conditions Document.

Additionally, the postholder will be expected to undertake any other duties reasonably requested by the Headteacher, commensurate with the grade and responsibilities of the senior leadership role.

## Job Purpose

- To provide leadership and management of inclusive practice, ensuring all pupils, particularly those with SEND and additional needs, can access, participate in and thrive across the curriculum and wider school life.
- To take a lead role in monitoring and evaluating inclusive provision across the KS2 acting as a lead professional in promoting high quality inclusive practice and removing barriers to learning for all pupils.
- To work alongside Teachers and Teaching Assistants to ensure provision for all groups of pupils is effective and relevant to allow pupils to make rapid progress.
- To lead, manage and evaluate high quality SEND provision to secure quality first teaching and excellent learning outcomes success for all pupils.
- Manage Pupil Premium funding and evaluate whether it is being used effectively/suggest changes to make use of funding more effective.
- To be a Deputy Designated Safeguarding Lead, supporting the DSL to provide the very best provision for vulnerable pupils.
- The post will require you to work in partnership with the Headteacher, Governors and staff to ensure the continuous improvement of our school.

## Key Areas of Responsibility

### Shaping the Future

- Contribute to a clear, inclusive vision where all pupils, particularly those with SEND, are able to thrive.
- Play an active role in the School Improvement Planning process, ensuring SEND and inclusion are central to whole-school priorities.
- Contribute to the identification of strengths and areas for development in SEND provision through reflective practice and knowledge of day-today school systems.
- Model and promote inclusive values, ensuring equity, access and participation underpin all aspects of school life.
- Support the development of a collaborative culture where all staff feel confident in meeting the needs of pupils with SEND.

## Strategic direction and development of SEND provision

- Work in partnership with the Headteacher and SLT to ensure SEND provision is effectively staffed, including the strategic deployment and management of Teaching Assistant and HLTAs timetables.
- Support the planning, purchasing and coordination of SEND resources to ensure provision is both effective and efficient.
- Contribute to the organisation and delivery of statutory processes, including Annual Reviews, ensuring reports are collated and paperwork completed to a high standard.
- Ensure that provision detailed within EHCPs (particularly Section F) is implemented effectively and that impact is monitored and evidenced.
- Support assessment for learning approaches for pupils with SEND.
- Support teachers in delivering adaptive teaching and reasonable adjustments, ensuring the curriculum is accessible to all learners.
- Promote inclusive practice to ensure pupils with SEND access the curriculum, make progress from their starting points and are fully included in wider school life.
- Support inclusive approaches to enrichment, including adapting school trips, educational visits and events.
- Work with the class teacher and feeder schools to ensure the effective transition at Y2 to Y3 and Y6 to Y7.
- Contribute to provision for pupils at risk of EBSA (Emotionally Based School Avoidance).
- Plan, develop, implement and review behaviour support plans and inclusive behaviour strategies.

## Developing self and managing others

- Lead and manage Teaching Assistants and HLTAs, including appraisals and reviewing staff performance on an ongoing basis
- Support and contribute to the delivery and coordination of SEND training for all staff, including ECTs and new staff.
- Provide guidance and support to colleagues regarding pupils with SEND, including discussing and advising on complex cases.
- Support the deployment, development and review of the TAs and HLTAs, including contributing to training and professional development.
- Assist staff in managing emotional and behavioural needs safely and effectively, including providing in-the-moment support for dysregulated pupils.
- Demonstrate a commitment to ongoing professional development in inclusive practice and SEND.

## Managing the Organisation

- Support the effective organisation and day-to-day running of SEND provision, ensuring systems are efficient and responsive to pupil needs
- Contribute to the allocation and evaluation of resources to ensure value for money and positive pupil outcomes.
- Assist in maintaining clear systems for monitoring provision, interventions and impact.
- Ensure inclusive practice is embedded within all areas of both school organisation and planning.

## Securing Accountability

- Support SLT in monitoring & evaluating the quality and impact of SEND provision across school.
- Contribute to evidence-based evaluation of pupil progress, provision impact and outcomes for pupils with SEND.
- Support staff in understanding their responsibilities in relation to SEND and inclusive practice.
- Assist in reporting to senior leaders, governors, parents and external agencies where appropriate.

## **Strengthening Community**

- Build positive relationships with families, ensuring clear communication around pupil needs, progress and provision.
- Attend cluster meetings and liaise with external professionals and agencies to support pupils effectively.
- Promote inclusive opportunities that enable all pupils to engage with the wider school and local community.

## **Equal Opportunities**

- Understand the Equal Opportunities Policy with regards to pupils, staff, parents, governors and visitors.

## **Safeguarding**

Paulton Junior School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

The successful candidate will be subject to an enhanced DBS check, online searches, and satisfactory pre-employment references and medical checks. This post is exempt from the Rehabilitation of Offenders Act 1974.

## Selection Criteria

	<b>Essential</b>	<b>Desirable</b>
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>• Qualified Teacher status</li> <li>• Evidence of continuing professional development</li> </ul>	<ul style="list-style-type: none"> <li>• Any other qualifications relevant to a leadership role</li> <li>• NASENCO Knowledge and experience</li> </ul>
<b>Knowledge and Experience</b>	<ul style="list-style-type: none"> <li>• The candidate should have had at least 5 years' experience of teaching at Primary School level as a qualified teacher</li> </ul> <p><b>The candidate should have knowledge and understanding of:</b></p> <ul style="list-style-type: none"> <li>• Special Educational Needs and Disability</li> <li>• Sound knowledge of the SEND Code of Practice</li> <li>• Understanding of what makes 'quality first' teaching, and of effective intervention strategies</li> <li>• Monitoring, assessment, recording and reporting of children's progress</li> <li>• The positive links necessary within school and with all its stakeholders</li> <li>• Ability to consistently deepen pupils' knowledge and understanding</li> </ul>	<ul style="list-style-type: none"> <li>• Experience on a School Leadership Team</li> <li>• Experience of being a SENDCo in primary phase</li> <li>• Success in teaching across the whole primary phase.</li> </ul> <p><b>In addition, the Candidate might have experience of:</b></p> <ul style="list-style-type: none"> <li>• Teaching across the whole Primary age range</li> <li>• Involvement in self-evaluation and development planning</li> <li>• Experience of conducting training/leading INSET</li> <li>• Experience of leading a resource base or similar alternative provision within the primary setting</li> <li>• Understanding of characteristics of Specific Learning Difficulties</li> <li>• Specialist teaching and learning strategies</li> <li>• Using specific software for assessing and monitoring pupils with additional needs.</li> <li>• Inspiring pupils to achieve highly challenging targets</li> </ul>
<b>School Ethos</b>	<ul style="list-style-type: none"> <li>• A belief in pupil-centered active learning with an ability to engage, challenge, and have high expectations of children</li> <li>• Ability to provide a caring, cooperative atmosphere for children and to create a challenging and effective learning environment</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to make decisions based on the wider needs of the school</li> <li>• Ability to know when and when not to offer support or challenge and when to ask for support for yourself</li> <li>• Have a track record of liaising with external professionals in order to support e.g. EHCPs, or Early Help, Inclusion panel</li> </ul>
<b>Relationships</b>	<ul style="list-style-type: none"> <li>• A team player</li> <li>• Enthusiastic, dedicated, sympathetic and approachable with a sense of humour</li> <li>• Ability to inspire confidence, respect and openness</li> </ul>	

<b>Attitude</b>	<ul style="list-style-type: none"> <li>• Proactive in areas of responsibility and has an awareness of whole school issues</li> <li>• A commitment to school improvement and to developing own professional skills</li> <li>• A willingness to take on appropriate delegated tasks relevant to the post</li> <li>• Ability to show a committed, professional and loyal attitude to the school, openly modelling its aims and values at all times</li> <li>• An ability to use and understand discretion, confidentiality and professionalism as a leader and role model</li> <li>• An ability to learn from mistakes and take advice</li> </ul>	
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Ability to prioritise and work 'smartly' and be well organised</li> <li>• Communicate high expectations through challenging targets</li> <li>• Promote the school's aims positively, and use effective strategies to monitor motivation and morale;</li> <li>• Establish and develop close relationships with parents, governors and the community</li> </ul>	<ul style="list-style-type: none"> <li>• Previous experience of developing teaching and support staff to enable strong SEND provision</li> <li>• Proven success in motivating a team</li> </ul>
<b>Personal characteristics</b>	<ul style="list-style-type: none"> <li>• Excellent judgement and creative problem-solving skills, including negotiation and conflict resolution skills</li> <li>• Strong mentoring and coaching experience to a team</li> <li>• Entrepreneurial team player who can multitask</li> <li>• Energetic, flexible, collaborative and proactive; <b>a team player</b> who can positively and productively impact both strategic and tactical initiative</li> </ul>	