

Job Description

SENDCo, Associate Assistant Principal

- Location:** Putney, Southwest London
- Salary:** Ark Leadership (Inner London) points 5 - 9 £65,306 - £71,088
- Report to:** Principal
- Start date:** September 2025
- Contract:** Permanent

The role

We are looking for a highly motivated, professional and experienced teacher dedicated to working with vulnerable students to join our senior leadership team and take on the SENDCo role at Ark Putney Academy. The successful applicant will be required to lead the strategic development of SEND provision across the academy and oversee the successful implementation of our SEND policies with the aim of ensuring SEND students make the required progress and maximise their potential in line with the academy's expectations. The post holder will be required to hold (or gain within 2 years of appointment) the *'National Professional Qualification Award for Special Educational Needs Co-ordinators'*. This is a key position within our community and presents an exciting opportunity for someone looking to move into a school-wide leadership role or someone looking for a new challenge and an opportunity to make a difference.

Key responsibilities

- Strategic overview of provision for students with SEND across the school, continually monitoring, evaluating and developing the quality of our provision and policies
- Promote and maintain the academy's positive culture around inclusion and meeting the needs of all students
- Fulfil statutory responsibilities regarding all students with SEND
- Ensure the requirements of EHCPs are met fully, annual reviews are conducted, and that Local Authority consultations are responded to effectively
- Complete applications for new EHCPs as appropriate
- Deliver clear and consistent structures for the identification of students with barriers to learning and/or potential SEND, including all new students, using appropriate assessment tools
- Maintain an accurate SEND register and provision map
- Put appropriate provisions/interventions in place to ensure that progress of students with SEND improves relative to those without SEND
- Lead on the production, implementation and evaluation of SEND student passports
- Manage key transition points within and beyond the academy to ensure SEND students are set up for success in upcoming stages of education
- Be a key point of contact for external agencies, especially the local authority (LA)
- Complete referrals for students who need access to external agencies such as CAMHS, Educational Psychologist, SALT, medical or specialist services
- Work effectively with external agencies to maximise resources made available
- Oversee intervention groups for pupils with SEND, and evaluate their impact
- Encourage staff to view all students' learning of equal importance and set high and realistic expectations of SEND students
- Support all staff in understanding the needs of SEND students
- Provide guidance to colleagues on teaching pupils with SEND using the most effective teaching methods for those students to be successful, including Quality First Teaching
- Contribute to the professional development of staff, including whole school INSET
- Identify and disseminate the most effective teaching approaches for students with SEND
- Interpret and disseminate specialist assessment data and reports to inform teacher practice with SEND students
- Ensure adaptive teaching is implemented as part of provision for specific students with SEND
- Monitor the quality of teaching and learning across the academy for SEND pupils
- Monitor the progress of pupils with SEND and take appropriate action to support learning
- Coordinate quality assurance systems for SEND students including student voice, book reviews, lesson observations, homework reviews and parent consultation

- Provide regular information to the SLT and governing body on the evaluation of the academy's SEND provision
- Analyse assessment data for pupils with SEND and produce progress reports with commentary and action planning on a termly basis
- Promote and monitor students' inclusion in the school community including access to the curriculum, facilities and extra-curricular activities
- Co-ordinate our provision of JCQ Access Arrangements for public examinations including the assessment of students, gathering of appropriate information/evidence, completing required documentation, liaising with the Exams Officer and organising the staffing and provision of these arrangements
- Develop and maintain excellent relationships with parents and carers to ensure that SEND students are fully supported.
- Ensure accurate and detailed records are kept of meetings and discussions with parents and outside agencies, and shared with relevant members of staff
- Maintain up-to-date knowledge of national and local initiatives/developments that may affect the academy's policy and practice
- Take responsibility for personal professional development, keeping up-to-date with research and developments in teaching pedagogy which may lead to improvement in teaching and learning
- Manage the department's budget, deploying staff and utilising resources with maximum efficiency, and monitoring impact
- Conduct an annual audit of our SEND provision
- Review, update and publish our SEND information report annually
- Line manage staff as directed by the Principal
- Contribute to the process of writing, implementing and evaluating the annual Academy Improvement Plan
- Support colleagues, including all other members of the leadership team, in their work for the development and improvement of the academy
- Take full responsibility for the school in the absence of the Principal in conjunction with other members of the school leadership team

As a member of the senior leadership team, you will also be centrally involved in the overall leadership and management of the academy and will help to establish a school culture that is both nurturing and rigorous.

Outcomes and Activities

Leadership and Management

- To share responsibility for the management of the academy and to contribute to the consultative and decision-making processes
- To fully support whole school policy decisions, contribute to their initiation and sustain their implementation and review
- Undertake line management of identified staff, using the Ark performance management cycle
- To actively promote the academy and liaise with outside agencies as necessary, representing the Principal, the academy or Ark as appropriate
- To contribute to discussions and decisions at leadership team meetings
- To offer information, advice and perspective to the governing body and to any legitimate external enquiry/evaluation
- To communicate and consult with staff, students, parents and members of the local community as necessary.
- To support the Principal in managing the review cycle of school policies and act as a role model in the implementation of these policies.
- To support the Principal in the responsibility for the implementation of performance appraisal for staff.

School Ethos and Culture

- Maintain a strong academy community, characterised by consistent, orderly behaviour and caring, respectful relationships
- To maintain a presence around the school to ensure that the highest standards of behaviour and

site-usage are upheld

- To be active in issues of staff and student welfare and support
- To demonstrate a commitment to equality of opportunity for all members of the academy's community
- Maintain the school culture and ethos that is committed to achievement for all
- Develop and maintain strong partnerships and ensure regular and productive communication with parents.

Teaching and Learning

- To identify strategies for raising the attainment of students and to work towards these identified and agreed goals
- Support the training and development of teaching staff so as to improve the quality of teaching and raise the level of challenge in lessons
- Use regular assessments to monitor progress and set targets, and respond accordingly to the results of such monitoring
- To support the Principal in leading whole school planning and assessment through accurate record keeping and sophisticated data analysis
- Implement and lead intervention groups as required and evaluate their effectiveness

Other

- Undertake any other professional duties as set down in the Ark schools pay and conditions of service document, and as directed by the Principal.

Person Specification: SENDCo, Associate Assistant Principal

Qualification criteria

- Qualified to degree level and above
- Qualified to teach and work in the UK
- Hold or willing to train for the NPQSENCo qualification

Experience & Knowledge

- Have experience of prior successful leadership at a middle or senior level
- Possess strong interpersonal, written and oral communication skills
- Understand how to plan effective provision to enable all students with SEND to make good progress
- Have knowledge of specialist SEND interventions that can be used to support students with SEND
- Have a clear understanding of the strategies to establish consistently high standards of behaviour in an inner-city school and commitment to relentlessly instilling these strategies
- Be vision aligned with our approach to teaching and learning
- Have a genuine passion and belief in the potential of every student
- Be committed to the safeguarding and welfare of all students

Behaviours

Leadership

- Effective management style that encourages participation, innovation and confidence
- Ability to lead, coach and motivate staff within a performance management framework, including professional development and effective management of underperformance
- Ability to develop the leadership skills of others
- Strong interpersonal, written and oral communication skills
- Takes personal responsibility for their own actions
- Resilience and motivation to lead the academy through day-to-day challenges while maintaining a clear strategic vision and direction
- Genuine passion and a belief in the potential of every student

- Commitment to the safeguarding and welfare of all students.

Vision and strategy

- Vision aligned with Ark's high aspirations and high expectations of self and others
- Understanding of how to set high aspirations and effective strategies for the school. Including delivery and prioritisation of school leadership management that faces all aspects of curriculum, learning, administration, finance and communication
- Clear understanding of the strategies to establish consistently high standards of behaviour in an inner-city school and commitment to relentlessly instilling these strategies
- Strong organisational skills and ability to delegate
- Use of data to inform and diagnose weaknesses that need addressing.

Leading the Learning

- Understands what outstanding teaching practice looks like, how to diagnose and implement effective strategies to raise learning standards
- Be able to offer teaching to demonstration level and through this and other coaching opportunities be able to improve the teaching of others
- Have experience of leading and evaluating INSET which impacts on standards.

Leading External Relationships

- Can skillfully manage and maintain effective working relationships with parents and other stakeholders.

Other

- Commitment to equality of opportunity and the safeguarding and welfare of all students
- This post is subject to an enhanced Disclosure and Barring Service check.

Ark is committed to safeguarding and promoting the welfare of children and young people in its academies. To meet this responsibility, its academies follow a rigorous selection process to discourage and screen out unsuitable applicants.

Ark requires all employees to undertake an enhanced DBS check. You are required, before appointment, to disclose any unspent conviction, cautions, reprimands or warnings under the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975. Non-disclosure may lead to termination of employment. However, disclosure of a criminal background will not necessarily debar you from employment - this will depend upon the nature of the offence(s) and when they occurred. To read more about Ark's safer recruitment process, please click this [link](#).

This post is covered by Part 7 of the Immigration Act (2016) and therefore the ability to speak fluent English is an essential requirement for the role.