



Assistant Headteacher & SENCO (Architect of Inclusion)

Location: 120 London Road, Southwark, London SE1 6LP
School: Elevated Futures Education (independent secondary provision)
Contract: Permanent, Part-time
Salary: Competitive MPS+ (confirmed at interview)
Start date: September 2026
Closing date: Friday 19th June 2026, 12:00 pm
Interview window: Wednesday 1st – Wednesday 8th July 2026

About Elevated Futures Education

Elevated Futures Education is an independent secondary provision situated within the London South Bank University footprint, five minutes' walk from Elephant & Castle Underground (Bakerloo and Northern lines) and National Rail. We are more than an educational institution: we operate as a sanctuary of awakening, change and embrace.

Our mission is to move beyond traditional, deficit-based education to provide a strengths-based, neuro-affirming environment where every child is seen as a superpower. We work within a multi-disciplinary team of therapeutic professionals and senior leaders who prioritise staff wellbeing and professional development.

The Opportunity

We are recruiting an exceptional, experienced leader to join our team in September as Assistant Headteacher & SENCO. This pivotal role carries professional responsibility for our inclusion framework and statutory SENCO coordination. You will understand that academic success is inextricably linked to emotional safety and the removal of environmental barriers, and you will lead whole-school practice so that neurodivergent young people thrive, staff feel expertly supported, and families experience true partnership.

Protected Time and Teaching Load

- Working pattern: 3 days per week (0.6 FTE).
- Protected leadership time: 0.36 FTE weekly (approximately 10.5–11 hours) for inclusion leadership and statutory SENCO duties.
- Teaching load: 0.18 FTE weekly (approximately 5–6 hours) plus one targeted small-group intervention.
- Flexible buffer: 0.06 FTE weekly (approximately 1.5–2 hours) reserved for peak SEND activity.
- Dedicated support: SEN administration provided on working days, with additional capacity during annual-review periods.



What We Are Looking For In Our Pathfinders

We recruit staff who are more than subject specialists; we seek Pathfinders with a passion-seated commitment to neuro-affirming practice. You will be an experienced leader with a proven track record of working with neurodivergent children and managing effective SEND processes. You must be an individual who builds supportive, transformative relationships with students and collaborates with parents to ensure the home-school link is strong.

You should be a practitioner who avoids repetitive tasks and a fixed mindset, instead advancing the Dynamic Development Plan framework to foster genuine growth and agency. Applicants must either be experienced with the Dynamic Development Plan or bring an explicit willingness to learn about the framework and embed its principles in their practice.

Key Responsibilities

Strategic Leadership and Culture

- Champion a strengths-based, neuro-affirming ethos across the school; model inclusive, trauma-informed practice in every area of school life.
- Translate vision into a measurable inclusion strategy with termly priorities, success indicators and stakeholder feedback loops.
- Serve as Designated SENCO: ensure compliance with the SEND Code of Practice, Equality Act and all statutory duties.
- Use data humanely and intelligently, combining attainment, wellbeing and safeguarding insights to remove barriers and personalise support.
- Coach and develop staff at all levels; lead professional learning that embeds adaptive teaching, universal design for learning and positive behaviour support.

SEN Provision and Practice

- Oversee identification, assessment and high-quality provision for pupils with SEND, including those awaiting or holding EHCPs.
- Coordinate and quality-assure assess-plan-do-review cycles; ensure interventions are purposeful, time-bound and evaluated for impact.
- Lead the deployment, supervision and development of specialist staff and learning support assistants.
- Commission, coordinate and interpret advice from external professionals (EPs, SaLT, OT, CAMHS, social care) and integrate recommendations into everyday practice.
- Maintain exemplary SEN records, provision maps and pupil profiles; prepare documentation for annual reviews and, where required, tribunals.

Frameworks and Methodologies

- Embed our Dynamic Development Plan approach to foster genuine growth and agency, avoiding tokenistic or box-ticking processes.



- Promote Structured Consent and Home–School Plans so that pupils and families help set goals, choose supports and review progress.
- Ensure classroom environments, curricula and assessments reflect universal design for learning principles and sensory-friendly adjustments.

Safeguarding, Behaviour and Attendance

- Work closely with the DSL team to align inclusion with safeguarding, behaviour and attendance strategies.
- Lead proactive, relational behaviour support that prioritises regulation, restorative approaches and dignity.
- Analyse patterns in suspensions, internal removals and attendance to identify systemic barriers and design preventative responses.

Family and Community Partnership

- Build trusting, collaborative relationships with parents and carers; communicate with clarity, empathy and practical next steps.
- Convene and chair multi-agency meetings; ensure pupil and family voice shape decisions.
- Represent the school with integrity when liaising with the Local Authority and external partners.

Teaching and Timetable

- Teach a reduced timetable to remain close to classroom practice and model inclusive pedagogy.
- Lead or co-lead targeted group work/interventions where appropriate.

Person Specification

Essential

- Qualified Teacher Status with recent, successful experience in secondary settings.
- Proven track record working with neurodivergent learners and leading effective SEND processes.
- Deep knowledge of the SEND Code of Practice, graduated response, reasonable adjustments and EHCP processes.
- Ability to design and deliver impactful CPD; coach and mentor colleagues and hold them kindly to account.
- Skilled communicator: clear written records, accessible reports, confident chairing of meetings.
- Data-literate with a humane lens: able to evaluate impact without losing sight of the child.
- Commitment to anti-racist, anti-ableist and inclusion-centred practice; strong partnership with parents and carers.



Desirable

- NASENCO award (or willingness to complete within two years).
- Experience implementing Dynamic Development Plans or comparable growth-oriented frameworks (training offered).
- Experience in alternative provision, SEMH contexts or therapeutic education.
- Additional qualifications in SEND, educational psychology, SaLT, OT-informed practice or trauma-informed approaches.

Why Join Elevated Futures Education?

- Central London location with excellent transport links and the vibrant atmosphere of the LSBU footprint.
- A mission-driven team redefining the landscape of Special Educational Needs through the Autism = Superpower and Dynamic Development Plan frameworks.
- Time and support to lead inclusion deeply, not superficially: protected leadership time, coaching and supervision.
- Ongoing CPD tailored to your development, with access to specialist networks and university-adjacent resources.
- A calm, modern environment and a community that believes every young person can flourish.

The Voice of the Child

“Elevated Futures is the first school where I don’t have to leave my identity at the door. I am allowed to be brilliant and Autistic at the same time, and the teachers actually help me plan for a future I want.” — SM, Year 11

Inclusion and Safeguarding

Elevated Futures Education is an inclusive employer. We celebrate diversity and welcome applications from all individuals, regardless of background, to ensure our workforce reflects the diverse community we serve.

We are committed to safeguarding and promoting the welfare of children and young people, and all staff are expected to share this commitment. All successful applicants will be required to provide a valid Enhanced DBS disclosure, undergo an online safeguarding search and evidence their right to work in the United Kingdom.

How to Apply

Please submit:

- Application via our website outlining relevant experience and training.
- A supporting statement (maximum two pages) describing how you would build a neuro-affirming, strengths-based inclusion framework at Elevated Futures, including one example of impact you have led for a neurodivergent learner or group.
- Contact details for two referees, one being your current or most recent Headteacher.



Application Process

Full details, including the comprehensive Job Description and Person Specification, can be found on our website. To apply, please download and complete our official Application Form and return it by the stated deadline.