

# Manchester Communication Academy

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Director for Inclusion, including SENDCO

Applicant Pack



with you. for you. about you.

Dear Candidate,

Manchester Communication Academy was first established in 2010 and has gone from strength to strength each academic year. The Academy has approximately 1250 students on roll in Years 7-11 and we boast a wonderfully rich and diverse school community. MCA is at the heart of the community and is committed to improving educational outcomes for all of our students. MCA is proud to be a community hub and our outward facing work is outstanding. In September 2026, we will open a new purpose built Transition Centre, a school in its own grounds just for Year 7. This demonstrates our commitment to the transition process and ensuring every child has the best possible start to secondary school. In addition to this, we will also open a Science and STEM facility, with 11 state of the art Science labs to support increased student numbers over the next 5 years (from 1200-1500). It is a really exciting time to join us.

MCA was recognised by OFSTED in 2024 as a Good school with Outstanding Personal Development and we strive for excellence in everything we do. At Manchester Communication Academy, inclusion is central to our vision and values. We believe that every young person deserves to feel known, valued and supported to succeed, regardless of their starting point or circumstance. Our approach to inclusion is rooted in high expectations, relational practice and a relentless focus on removing barriers to learning. We take pride in creating a culture where difference is recognised as a strength and where staff work collaboratively to ensure that all students, particularly those with additional needs or vulnerabilities, are able to access a rich curriculum and fully participate in academy life. Our inclusive ethos is reflected in our strong pastoral systems, targeted academic support and close partnerships with families and external agencies.

The Director of Inclusion will play a vital role in shaping and strengthening this work. We are seeking a leader who is deeply committed to equity, who believes that inclusive practice is the responsibility of all staff and who can inspire colleagues to continually refine their practice so that every student thrives both academically and personally.

We believe in the transformative power of knowledge in ensuring equitable opportunities for success. Our aspirational, bespoke curriculum ensures that all of our students gain the necessary experiences to compete academically, practically, socially and morally in the wider world. In order to achieve this, we invest deliberately in professional development. Drawing upon our EEF Research School, we are able to provide all staff with the most up-to-date and high quality evidence to develop their expertise. Our knowledge of the memory model and how learning works underpins our Teaching and Learning policy so that subject leaders and teachers are empowered to adopt these principles intelligently and appropriately, whilst maintaining fidelity to what we know is effective. During department time, allocated during the academy day, and during weekly subject-specific CPD time, teams explore the 'best bets' of evidence-informed practice and work collaboratively to embed this practice within their daily habits. These sessions are engaging, impactful and ambitious, including deliberate practice, instructional coaching and an emphasis on building effective habits.

At MCA, we proactively promote staff wellbeing through our management of workload and additional benefits for staff, such as flexi days and the Employee Assist programme. As a result, our staff are highly skilled and knowledgeable professionals who embrace new opportunities to learn more and keep getting better – a culture that permeates the academy amongst staff and students.

Our students appreciate and relish the opportunity to learn and we support their effective learning behaviours through high expectations with emphasis on metacognition and our work with parents, families and the community. Having the highest expectations of our students means that our teachers can focus on teaching and our students can focus on learning.

We are looking for a leader who is aligned with our values and has the talent and potential to accelerate the school's journey to excellence. The position is a great opportunity for someone who shares our passion for delivering educational excellence and wants to develop professionally. If you are aligned to our mission and values and could flourish with this opportunity, we very much look forward to hearing from you.

Kind Regards



Susan Watmough  
Headteacher

## JOB DESCRIPTION

<b>JOB TITLE</b>	Director for Inclusion, including SENDCO
<b>SALARY GRADE</b>	Leadership Scale L7 (£60,145)- L11 (£66,368)
<b>DEPARTMENT</b>	SEND
<b>RESPONSIBLE TO</b>	Assistant Principal - Inclusion
<b>HOURS OF WORK</b>	Full Time

### Job Purpose

This job description details the responsibilities of the post, but does not direct any particular priorities or amount of time to be spent carrying out the duties. It is not prescriptive, nor necessarily a comprehensive definition of the post. As such, it may be subject to amendment, after consultation, to meet the changing needs of the academy and the MAT.

### Key Tasks

- Lead and develop a whole-school inclusive culture.
- Lead and manage the SEND team, Assistant SENDCOs learning support assistants and SEND administration staff
- Ensure pupils with SEND make strong academic and social progress.
- Fulfil statutory duties in relation to EHCPs and SEND processes.
- Advise and support staff to improve outcomes for all pupils with additional needs.
- Contribute to the wider leadership and strategic development of the school.
- To be responsible for the quality of learning and progress of all groups of pupils with identified needs who need learning support, specifically SEND students
- To ensure that the school effectively and efficiently meets legal, statutory and accountability requirements in a changing educational environment.

Specific to Role- Director of inclusion inc SENCo(in addition to your responsibilities as a teacher)

#### 1. Strategic Leadership of SEND

- Develop and implement the school's SEND strategy.
- Lead on SEND within the School Development Plan.
- Monitor and evaluate SEND provision and impact.
- Analyse SEND data (progress, attainment, attendance, behaviour, exclusions).
- Report to SLT and Governors on SEND outcomes.

- Ensure compliance with the SEND Code of Practice and Equality Act.

## 2. Statutory Duties

- Ensure effective identification and assessment of SEND across the Academy.
- Ensure effective maintenance of the SEND Register- is accurate, is maintained, and is used effectively.
- Coordinate and quality assure EHCP processes, including:
  - Annual Reviews
  - Interim Reviews
  - Phase Transfers
- Ensure all statutory deadlines are met.
- Liaise with Local Authority SEND caseworkers.
- Contribute to EHCP consultations and placement decisions.

## 3. Leadership of Teaching & Learning

- Promote high-quality teaching as the first response to SEND.
- Advise staff on high quality ordinarily available provision and adaptive teaching to meet needs of all learners
- Develop and embed inclusive classroom practice
- Lead CPD related to SEND, neurodiversity, SEMH and inclusion in response to self evaluation and trend analysis
- To support all teaching staff working with pupils with SEND and ensure that they have the information and skills necessary to secure improvements in teaching and learning.
- To lead, plan and manage the development and implementation of SEND policy so as to raise achievement and improve the quality of provision.
- To coordinate and quality assure SEND processes and procedures
- To maintain clear and effective school systems and communication so that all staff know and understand their role in making effective provision for all pupils including those with SEN/D.
- To develop effective ways of overcoming barriers to learning and
- sustain effective teaching for pupils with SEN/D through the analysis and assessment of needs, by working with colleagues to set targets for improvement for pupils, by working with colleagues to improve the quality of teaching and differentiation strategies to support pupils' progress and achievement.
- To evaluate the effectiveness of the curriculum and programmes of study and implement changes as necessary.
- To be accountable for the development and monitoring of personalised learning programmes for students who need learning support.

## 4. Line Management & Team Leadership

- Line manager assistant SENCOs, Learning Support Assistants and SEND administrative staff.
- Effectively deploy, supervise and be responsible for the work of Learning support assistants and SEND administration and lead by example
- Conduct performance management/appraisal.
- Oversee timetabling of interventions and in-class support.
- Support recruitment and training of SEND staff
- To be responsible for the performance development of the SEND team
- Deploy resources effectively including oversight of timetabling, of interventions and support
- To liaise with parents/carers, students and external agencies as appropriate
- To identify appropriate resources to support the teaching of pupils with SEN/D and work with senior leaders and the finance team to obtain the optimum funding available.
- To monitor the use of learning support resources in terms of efficiency, effectiveness and safety, and make the Site Manager aware of any health and safety issues in the department.

## 5. Safeguarding & Vulnerable Learners

- Work closely with the DSL regarding vulnerable pupils.
- Ensure appropriate risk assessments and health care plans are in place for vulnerable learners
- Monitor outcomes for:
  - Pupils with EHCPs
  - SEND Support pupils
  - Children Looked After
  - Pupils at risk of exclusion
- Contribute to risk assessments and behaviour support planning

## 6. Multi-Agency & Parental Engagement

- Act as key contact for parents/carers of SEND pupils.
- Build positive working relationships with families.
- Coordinate external agency involvement (e.g., Educational Psychologists, CAMHS, Speech & Language Therapists).
- Represent the school at multi-agency meetings.

## 7. Budget & Resource Management

- Manage the SEND budget effectively.
- Monitor use of notional SEND funding and high needs funding.
- Ensure value for money in deployment of resources.
- Oversee procurement of specialist equipment and services.

## 8. Leadership Contribution (L7–L11 Expectation)

- Contribute to whole-school leadership discussions.

- Support the Headteacher in raising standards.
- Lead whole-school initiatives related to inclusion.

This job description is a guide to the duties and should be read in conjunction with the accompanying person specification.

**In addition to the above specific duties all staff are required to:**

- Actively participate as a member of the Extended leadership team and contribute to the Academy's decision- making process.
- Undertake any other duties as deemed appropriate by the SLT and commensurate with the post.
- Participate in Performance Review.
- Promote and implement equality and diversity.
- Comply with legislation and adhere to Manchester Communication Academy's policies and procedures.
- Have due regard for safeguarding and promoting the welfare of children and young people.
- Contribute to the fulfilment of Manchester Communication Academy's vision, ethos and strategic plan.
- Participate in professional development and fulfil contractual obligations.
- Attend appropriate meetings, both within the Academy and as appropriate to your role
- Respect confidentiality

## Safeguarding

The trust is committed to safeguarding and promoting the welfare of young people and vulnerable adults and expects all staff and volunteers to share this commitment.

This job description sets out the main duties and responsibilities of the post and each individual task may not be identified. The post holder will be expected to undertake such other duties as reasonably correspond with the general character of the post and are commensurate with its level of responsibility.

This job description will be kept under review and may be amended from time to time, following consultation with the post holder, to reflect changing organisational needs.

When the post holder discloses that they have a disability, every effort will be made to supply all necessary aids, adaptations or equipment to allow them to carry out all the duties of the job. If, however, a certain task proves to be unachievable, job redesign will be fully considered.

DBS	This post requires DBS clearance and is subject to Enhanced clearance from the Disclosure and Barring Service as well as a range of other safeguarding checks.
Rehabilitation of Offenders Act 1974	The amendments to the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (2013 and 2020) provides that when applying for certain jobs and activities, certain convictions and cautions are considered 'protected'. This means that they do not need to be disclosed to employers, and if they are disclosed, employers cannot take them into account. Guidance about whether a conviction or caution should be disclosed can be found on the Ministry of Justice website. You are not required to provide details of criminal convictions at application stage, however if shortlisted for interview you will be asked to supply further information, which will include spent convictions.
Online Searches	Any candidate selected for shortlisting may be subject to an online search as part of our due diligence. Online searches do not form part of our shortlisting process, however any issues of concern that come up during an online search may be discussed with the candidate at interview.

## Probation period

Post holders who are not to the Trust will be subject to a probation period of 6 months. The probation period provides a structured framework to ensure employees are inducted into the Trust and understand the standards expected of them in terms of performance, attendance and behaviour.

	Essential / Desirable	Method of assessment
<b>Education &amp; Qualifications</b>		
Good honours degree	Essential	A, 1, R, E
QTS	Essential	
National Coordinator Award for SEN/ NPQSEN	Desirable	
Qualification to teach and make recommendations for learners in KS3-4 who have learning difficulties, and which qualify the SENCO to administer, interpret and verify the tests used for diagnosis and Access arrangements (eg ABDA)	Desirable	
<b>Experience</b>		
Awareness and understanding of relevant legislation, including the SEN	Essential	

Code of Practice and assessment procedures		A, I, 1, R
Awareness of the current changes in SEN funding and delivery	Essential	
Knowledge and understanding of examination access arrangements under JCQ regulations	Essential	
Knowledge and experience of differentiation strategies across a range of curricular areas to meet the needs of all students	Essential	
Proven track record of raising achievement for students with learning difficulties	Essential	
Training to enable staff effectively to support students with SEN	Desirable	
<b>Skills &amp; Abilities</b>		
A consistently good teacher whose students make good and outstanding progress in lessons that they enjoy, are challenged by, and are support in	Essential	A, 1, R
The evidenced ability to create coherent, manageable and sustainable systems	Essential	
The evidenced ability to lead a broad team of staff, including teachers, support staff and external agencies, to promote and ensure the highest standards of provision and student progress	Essential	
Outstanding communication skills - including the ability and skills to build relationships, keep people in the loop, influence those beyond the circle of line management	Essential	
To evidenced ability to monitor, evaluate, plan for and implement improvement successfully	Essential	
<b>Knowledge</b>		
A clear vision of what constitutes an excellent school experience for all students	Essential	AF, T, I, C
An understanding of what constitutes excellent practice beyond the classroom	Essential	
Rigorous subject knowledge	Essential	
A flexible, adaptable and innovative approach to learning, teaching, curriculum and assessment	Essential	
A sound knowledge of a variety of effective teaching and learning strategies	Essential	
A commitment to and knowledge of community cohesion and social inclusion	Essential	
Knowledge of strategies to engage parent/carers with children's learning	Essential	
<b>Leadership and Management Skills</b>		
Hard working, tenacious, reflective, resilient and responds well to pressure		AF, T, I, C R
Ability to effectively lead a focus/project	Essential	

Ability to think strategically and creatively, to develop ideas and implement them successfully	Essential	
Ability to respond positively and enthusiastically to new challenges	Essential	
Ability to identify opportunities in the curriculum and beyond for enrichment.	Essential	
Highly effective communication and interpersonal skills suitable for a variety of audiences e.g. parents, staff, students	Essential	
The ability to contribute to the department improvement priorities	Essential	
A willingness to participate in and help organise trips and other enrichment activities	Essential	
<b>Professional qualities</b>		
Absolute commitment to inclusion	Essential	A, 1, R
Passion for the best possible provision, continuous improvement, and the highest possible outcomes for pupils	Essential	
Excellent interpersonal skills - warmth, approachability, contagious enthusiasm and the ability to inspire students, parents and colleagues	Essential	
High-level analytical skills	Essential	
Creativity - the ability to drill down, research and develop solutions	Essential	
Commitment to the highest personal professional standards	Essential	
Personal integrity	Essential	
<b>Work Circumstances</b>		
Enhanced DBS Clearance	Essential	PEC
Can evidence proof of right to work in the UK	Essential	I
Disqualification by Association Declaration	Essential	I
Equivalent of 10 days continued professional development	Essential	I
Equivalent of 10 days extra - curricular activity (2 hours per week after core learning)	Essential	I
Minimum of two appropriate references	Essential	AF, R

- AF – Application Form
- T – Test
- I – Interview
- C – Certificate
- R – Reference
- PEC - Pre-Employment Checks

Any candidate with a disability who meets the essential criteria will be guaranteed an interview.