

Green Dragon Primary School



Inclusion Leader Recruitment Pack

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Welcome Message

Green Dragon Primary School is an established two form entry school, situated on the north bank of the River Thames, close to Kew Bridge. We are an inclusive community school that values and respects the backgrounds of all our pupils and their families.

Our aim is to continually strive to provide the best possible education for all children, equipping them with life-long learning skills ready to face the ever-changing world around them. Our engaging, challenging and creative curriculum and exciting learning environments drive this aim, resulting in our children's love of learning being well established and developed.

We have high expectations of the children, parents and ourselves and this has helped create a learning community where all involved can develop their skills, knowledge and understanding, and strive to achieve well. We are passionate about our broad curriculum and there is a strong emphasis on physical education and school sport, music and the arts.

If you would like to know more about the school, please search through our website www.greendragonprimary.co.uk where you will be able to learn more about the school, our academic and pastoral ethos, our creative curriculum and the range of extra-curricular activities. To have a first-hand experience of the wonderful learning taking place and to get a true feeling of the school, we urge you to organise a tour of the school by contacting the school office. We look forward to showing you around soon.

Jennifer Butler (Headteacher)



Our School Ethos



Our vision is to provide the best possible educational experiences for all children, equipping them with life-long learning skills and Personal Goals, so they are ready to face the ever-changing world around them.

'At Green Dragon we are...'

THE COMMUNICATOR



I am a good communicator



I am adaptable & open-minded



I am confident in my own ability

DOCTOR GLOBAL

I am internationally-minded



The Ambassador



I am an ambassador for the UNCRC

Guardians of All



We are socially responsible & respectful to all

I am ambitious and aspirational

INSPECTOR INQUISITIVE



I am an inquisitive learner who participates



I am resilient!



ALEX AIMHIGH



Green Dragon Primary School

Inclusion Leader



Start date: 1st September 2026

Apply by: Monday 23rd March at 12 noon

Interview date: Thursday 26th and Friday 27th March 2026

Contract: Permanent (MPS/UPS plus TLR 2 – Outer London)

This post is **not** suitable for ECTs.

The Headteacher and Governors are looking to appoint an inspirational and highly-motivated teacher to lead and further develop provision for pupils with SEND across the school.

We are looking for a teacher who has:

- a proven track record of leading high-quality, inclusive teaching and learning that secures strong outcomes for pupils with SEND
- successful experience of strategic leadership and management in inclusion and SEND provision
- a clear vision for inclusive practice, with high expectations for achievement, progress and wellbeing for all learners
- a strong understanding of the SEND Code of Practice and the effective implementation of the National Curriculum through adaptive teaching
- a deep commitment to ensuring that every pupil, regardless of need or background, is supported to fulfil their potential
- the ability to lead innovation and drive positive change in inclusive practice across a school
- experience of working collaboratively with staff, governors, parents, external agencies and the wider community to secure the best outcomes for pupils with additional needs
- a passion for developing high-quality teaching, targeted interventions and inclusive pedagogy
- excellent communication and interpersonal skills, with the ability to advocate confidently for pupils and families

Our school:

- has a well-established and supportive senior leadership team
- is committed to supporting continuing professional development
- has an enthusiastic, friendly staff team who are committed to providing an excellent education for our pupils
- has children who thrive in a creative and aspirational learning atmosphere
- has parents and carers who are supportive and ambitious for their children

Within the application pack, you will find the job description. Please address the person specification, your curriculum strengths and interests within your application.

Visits to the school are strongly encouraged. Please contact the school office on 020 8568 3971 or email office@greendragon.hounslow.sch.uk to arrange a convenient date and time.

Completed applications should be returned to office@greendragon.hounslow.sch.uk by Monday 23rd March at 12 noon.

Please note: Application forms without an accompanying statement as set out in the Job Description and Person Specification will NOT be shortlisted

Green Dragon Primary School is an equal opportunities employer and committed to the protection and safety of its students and therefore this post will be subject to an Enhanced Disclosure and Barring Service check.



Job Description: Inclusion Leader



The Inclusion Leader will be responsible to the school's Governing Body.

Main Purpose

The Inclusion Leader is expected to contribute significantly to the strategic work of the school. They will:

- Determine the strategic development of special educational needs (SEN) policy and provision in the school
- Be responsible for day-to-day operation of the SEN policy and co-ordination of specific provision to support individual pupils with SEN or a disability
- Provide professional guidance, advice and training to colleagues, working closely with staff, parents and carers, and other agencies
- Be expected to fulfil the responsibilities of a teacher, as set out in the STPCD.

Duties and Responsibilities

The Inclusion Leader will:

- Have a strategic overview of provision for pupils with SEN or a disability across the school, monitoring and reviewing the quality of provision
- Contribute to school self-evaluation and strategic planning
- Ensure the SEN policy is put into practice, and its objectives are reflected in the School Development Plan
- Maintain up-to-date knowledge of national and local initiatives that may affect the school's policies and practices
- Evaluate whether funding is being used effectively, and suggest changes to make use of funding more effective
- Support the Headteacher and Deputy Headteacher in ensuring that all staff recognise the importance of active participation, learning and achievement of all pupils within this inclusive school with high quality teaching;
- Provide support for staff, parents/carers and pupils with issues that may affect a pupil's wellbeing
- Manage, and communicate with other stakeholders, including parents, on the use of part-time timetables
- Work with external agencies
- Line-manage therapeutic staff, including external agencies
- Seek out and apply for all available funding streams
- Be a deputy Designated Safeguarding Leader

The role will include a minimum of a 0.2 teaching timetable.



Operation of the SEN policy and coordination of provision

- Maintain an accurate, up-to-date SEND register and provision map
- Provide guidance to colleagues on teaching pupils with SEN or a disability, and advise on the graduated approach to SEN support
- Advise colleagues on applying adaptive teaching strategies tailored for individual pupils with SEN
- Advise on the use of the school's budget and other resources to meet pupils' needs effectively, including staff deployment
- Be aware of the provision in the local offer
- Work with early years providers, other schools, educational psychologists, health and social care professionals and other external agencies
- Be a key point of contact for external agencies, especially the local authority (LA)
- Analyse assessment data for pupils with SEN or a disability
- Implement and lead on planning intervention groups for pupils with SEN, and evaluate their effectiveness, including financial efficiency
- Ensure there is effective and transparent communication with the local authority, and keep up-to-date with all relevant information

Support for pupils with SEN or a disability

- Identify a pupil's SEN
- Co-ordinate provision that meets the pupil's needs, and monitor its effectiveness
- Secure relevant services for the pupil
- Ensure records are maintained and kept up to date
- Review the education, health and care (EHC) plan with parents/carers and the pupil
- Communicate regularly with parents/carers
- Ensure that if the pupil transfers to another school, all relevant information is conveyed to that school, and support a smooth transition for the pupil
- Promote the pupil's inclusion in the school community and access to the curriculum, facilities and extra-curricular activities
- Work with the designated teacher for looked-after children (LAC), where a looked-after pupil has SEN or a disability
- Coordinate support for pupils and families at points of transition, including working with school staff and external colleagues

Leadership and Management

- Play an active role within the senior leadership team (SLT), by working alongside the headteacher and governors to ensure the school meets its responsibilities under the Equality Act 2010 in terms of reasonable adjustments and access arrangements
- Prepare and review information the governing board is required to publish
- Meet regularly with the SEND governor, ensuring that governors are up-to-date with relevant developments and have a good understanding of the school's priorities



- Contribute to strategic planning, including self-evaluation and the School Development Plan
- Identify training needs for staff
- Lead INSET training for staff
- Share procedural information, such as the school's SEN policy
- Promote an ethos and culture that supports the school's SEN policy and promotes good outcomes for pupils with SEN or a disability
- Promote and actively contribute towards the school's inclusive culture with positivity
- Manage and coordinate therapeutic interventions, and line-manage members of the therapeutic team

Safeguarding

- Be a Deputy DSL and collaborate with the designated safeguarding lead (DSL) on matters of safeguarding, including matters of safeguarding and welfare for pupils with SEND
- Remain alert to the fact that pupils with SEND may be more vulnerable to safeguarding challenges
- Provide support and training for staff on safeguarding pupils with SEND, in line with individual needs

GENERAL

- Support the Headteacher and Deputy Headteacher in the management of all aspects of the day to day running of the school.
- Ensure that aims, policies and values are implemented.
- Ensure that the displays and visual resources are effective and adhere to school expectations
- Be mindful of Health and Safety requirements, and immediately raise any concerns with the headteacher or site team.
- Encourage and support all staff providing advice, praise and assistance.
- Foster and develop good relationships within school, with parents and with Governors.
- Have a regular teaching commitment, and be an excellent model of good practice

The Inclusion Leader will be required to safeguard and promote the welfare of children and young people and follow school policies and the staff code of conduct.

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the Inclusion Leader will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the headteacher

This job description is not your contract of employment or any part of it. It has been prepared only for the purpose of school organisation and may change either as your contract changes or as the organisation of the school is changed. The duties of this post may change and develop overtime. It is the jobholder's responsibility, in conjunction with their manager, to regularly review this document and amend it when necessary.





Person Specification: Inclusion Leader

Qualifications & Professional Development	
Honours Degree	Essential
Qualified Teacher Status	Essential
Hold the National Professional Qualification for SENCOs (or a willingness to complete it within 3 years of appointment)	Essential
Experience	
Excellent and effective class teacher with a minimum of 4 years' experience	Essential
Leadership at a whole-school level	Essential
Teaching across the primary age range (EYFS/KS1/KS2)	Desirable
Experience in more than one primary school	Desirable
Conducting training/leading INSET	Essential
Involvement in self-evaluation and whole-school development planning	Desirable
Safeguarding	
Have a thorough knowledge and understanding of safeguarding procedures and legislation	Essential
A willingness to serve as a deputy DSL	Essential
Experience of working with vulnerable families and multi-agencies	Essential
Professional Skills and Knowledge	
Knowledge and experience of the SEN Code of Practice	Essential
Understand and be able to articulate what makes 'Quality first' teaching and excellent inclusive practice	Essential
Plan and evaluate interventions	Essential
Knowledge of current educational issues and developments, especially those related to inclusion, behaviour support and Children's Services	Essential
Ability to create and maintain effective partnerships with staff, governors, parents and the wider community	Essential
Evidence of successful leadership through monitoring and self-evaluation strategies	Essential
Data analysis skills and the ability to use national, LA and school data to set targets and identify areas for development	Essential
An excellent understanding of the development of the curriculum from EYFS to the end of KS2.	Essential
Ability to ensure equality of access for learners and adults regardless of race, gender, or level of ability/disability, supporting and implementing the school's Equality Policy	Essential



Personal Qualities

Commitment to getting the best outcomes for pupils and promoting the ethos and values of the school	Essential
Commitment to inclusive practice – the well-being and development of the whole child	Essential
Commitment to safeguarding, equality and confidentiality	Essential
Ability to work under pressure and prioritise effectively	Essential
Excellent written, verbal and IT communication skills	Essential
Honesty, integrity and a clear sense of moral purpose	Essential
Ability to lead, motivate and inspire others	Essential
A passion and drive for getting the best outcomes for all pupils	Essential
Ability to work well under pressure and prioritise effectively	Essential

