



Inclusion Leader

Job Description

Post Title: Inclusion Leader (SENDCo / Pastoral Lead)

Pay Scale: Main Pay Scale + SEN Allowance

Responsible to: Headteacher

Responsible for: Teaching Assistants (TAs), Pastoral/Intervention Staff, and Multi-Agency Support Staff, possible senior leadership position dependent on professional experience.

1. Main purpose of the job

- **Strategic inclusion leadership:** Jointly with the Senior Leadership Team, continually develop the school's inclusive vision, ensuring equitable access, high-quality teaching, and ambitious outcomes for all pupils with SEND, EAL, Pupil Premium (PP), and Looked-After Children (LAC).
- **Statutory compliance & operational oversight:** Fulfill all key responsibilities of the SENDCo as set out in the SEND Code of Practice, managing EHCP pathways, annual reviews, and statutory inclusion policies.
- **Safeguarding & pastoral wellbeing:** Work as Deputy Designated Safeguarding Lead (DDSL) and Pastoral/Wellbeing Team Lead to protect child welfare and embed a school-wide culture of mental health support.
- **Senior leadership support:** Assist the Headteacher and SLT in whole-school strategic planning, self-evaluation (SEF), and school improvement (SIP).
- **Team development & line management:** Line manage, deploy, and appraisal-lead the Learning Support and Interventions team, driving ongoing professional development (CPD).

2. Key duties and responsibilities

A. Strategic leadership & school ethos

- Embed Lime Tree's core vision (*Healthy Body, Healthy Brain, Healthy Heart*) into all aspects of inclusive practice and pupil wellbeing.
- Champion equality, diversity, and social justice across the curriculum and school community, including leading on the school's racial equity strategy.
- Contribute to whole-school self-review, policy design, and target-setting as an active member of the Leadership Team.

B. Leading teaching, learning & provision (SRP)

- Model exemplary, evidence-informed classroom practice and promote high expectations for all learners.
- Implement robust tracking and monitoring systems to evaluate the progress, attainment, and intervention impact for pupils on SEND, EAL, and Pupil Premium registers.
- Collaborate with subject leaders to adapt curriculum design, ensuring high accessibility and aspirational learning outcomes for vulnerable groups.
- Guide teaching staff on effective universal, targeted, and specialist classroom strategies and adaptive teaching practices.
- Working closely with the SRP Lead, who oversees the unit's strategy, and the wider staff team to ensure provision is effective, inclusive and responsive to pupils' individual needs.

C. Operations, policy & statutory responsibilities

- Oversee statutory SEND processes, including formal assessments, EHCP applications, and annual reviews.
- Maintain and update key inclusion policies and publications, including: SEND Information Report, Accessibility Plan, Medical Conditions Policy, Intimate Care Policy, and Children with Health Needs Who Cannot Attend School Policy.
- Prepare and present data-driven inclusion and safeguarding reports for the Headteacher, Governing Body, and Local Authority.
- Act as Designated Teacher for Looked-After (LAC) and Previously Looked-After Children.

D. Leading people & developing staff

- Line-manage, appraise, and optimise the deployment of Teaching Assistants and Learning Support Assistants.
- Management and deployment of support staff to meet operational needs.
- Design, deliver, and evaluate targeted inclusion CPD for teachers and support staff.
- Coordinate multi-agency providers, including Educational Psychologists, Speech and Language Therapists, Occupational Therapists, and CAMHS.

E. Partnership with families & community

- Build strong, collaborative partnerships with parents and carers to ensure transparent communication and active involvement in child-centred reviews.
- Supporting staff to effectively communicate with families and external professionals.
- Collaborate with local cluster schools, the local authority (AFC), and specialist outreach services to share best practices and resources.

Person Specification - Inclusion Leader

Category	Essential Criteria	Desirable Criteria
Qualifications	• Qualified Teacher Status (QTS) • National Award for SEND Co-ordination (NASENCO) or NPQSENCO	• • Honours Degree • DDSL / Advanced Safeguarding Training
Experience	• Proven track record of high-quality teaching across primary age phases • Substantial experience leading or supporting SEND, EAL, or Pupil Premium provision • Experience conducting statutory EHCP processes and annual reviews • Successful line management or mentoring of support staff	• Senior Leadership Team (SLT) experience • Active experience as a Deputy Designated Safeguarding Lead (DDSL)
Knowledge & Understanding	• Deep knowledge of the SEND Code of Practice, Equality Act 2010, and Keeping Children Safe in Education (KCSIE) • Strong grasp of adaptive teaching techniques and evidence-based interventions • Understanding of how data analysis informs pupil interventions and progress tracking	• Familiarity with EAL proficiency frameworks and Pupil Premium strategy design
Skills & Leadership	• Outstanding interpersonal, empathetic, and active-listening skills • Strong organisational abilities with accurate record-keeping under tight deadlines	• Ability to lead impactful whole-school training workshops

Category	Essential Criteria	Desirable Criteria
	• Ability to coach, inspire, and hold staff accountable • Skilled in managing complex multi-agency relationships and family consultations	

This job description is subject to annual review and may be amended in consultation with the Headteacher to reflect changes in school priorities or statutory guidance.

Safeguarding

Lime Tree Primary School is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. The successful candidate will be subject to enhanced DBS and safer recruitment checks.