



Job Description



Post Title	Inclusion Leader
School	Monkspath Junior and Infant School
Salary Band/Range	MPS – UPS3 + TLR2 (£3527)
Responsible to	Inclusion Leader
Location	Monkspath Junior and Infant School
DBS Check	Enhanced

1. Job Purpose

This is a pivotal role within our school, combining responsibilities as SENDCO, Designated Teacher for Looked After Children, and oversight of high-quality pastoral support. You will lead our skilled SEND team and work in partnership with staff, families, and external agencies to ensure every child feels valued, supported, and able to thrive.

2. Key Responsibilities

2.1 Main Duties

Core Purpose:

To lead and develop inclusive practice across the school, ensuring high-quality provision for pupils with Special Educational Needs and Disabilities (SEND), Looked After Children (LAC), and other vulnerable groups. The Inclusion Leader will champion early identification, mental health and wellbeing, excellent progress and good attendance, ensuring every child thrives.

Main Responsibilities

1. Strategic Leadership

- Lead the school's inclusion strategy, ensuring alignment with the School Development Plan and statutory guidance (SEND Code of Practice, Equality Act 2010).
- Develop and implement policies for SEND, LAC, and inclusion, ensuring compliance and best practice.
- Advise SLT and governors on inclusion priorities, resource allocation, and impact.

2. SEND Leadership

- Oversee identification, assessment, and provision for pupils with SEND, embedding early identification systems.
- Maintain and update the SEND register and provision map.
- Ensure timely and high-quality EHCP reviews, SEN Learning Support Plans, and Individual Provision Maps, working collaboratively with school staff and families.

3. Safeguarding & LAC

- Act as Designated Teacher for Looked After Children and previously looked after children.
- Work closely with the DSL team to ensure safeguarding procedures are robust and effective.
- Liaise with external agencies to secure support for vulnerable pupils.

4. Teaching & Learning

- Promote Quality First Teaching and inclusive classroom practice across all phases.
- Monitor and evaluate interventions and their impact on pupil progress, ensuring evidence-based approaches.
- Support staff with planning, adaptations, and risk assessments for pupils with additional needs.

5. Mental Health & Wellbeing

- Lead provision for pupils with Social, Emotional and Mental Health (SEMH) needs.
- Monitor the work of our pastoral team to embed strategies that promote resilience and wellbeing.

6. Attendance

- Monitor attendance of pupils with SEND and LAC, identifying barriers and working proactively with families and agencies to improve attendance and punctuality.

7. Staff Development

- Line manage the Inclusion Team.
- Identify training needs. Implement and lead CPD on SEND, inclusion, safeguarding, and mental health.
- Lead performance management for staff within the inclusion team.

8. Partnerships

- Build strong relationships with families and external professionals to support pupils effectively.
- Ensure smooth transitions for pupils with SEND within school and between schools.

9. Accountability

- Analyse data for SEND and vulnerable groups; report regularly to SLT and governors.
- Ensure statutory information is published and updated on the school website.
- Prepare and monitor an Inclusion Development Plan and associated budget.

Personal Qualities

- Demonstrate integrity, care, and commitment to inclusive education.
- Communicate the school's vision compellingly and lead by example.
- Maintain confidentiality and uphold safeguarding responsibilities at all times.

Additional Duties

- Undertake any reasonable tasks as directed by the Headteacher.
- Participate fully in the school's appraisal and professional development processes.

	2.2	People
		The job involves the supervision, direction and coordination of staff in the SEN and Pastoral teams, alongside senior leaders.
	2.3	Safeguarding
		The school is committed to keeping children, young people and vulnerable adults safe. The post holder is responsible for promoting and safeguarding the welfare of the children, young people and vulnerable adults for whom she/he is responsible or comes into contact with.
	2.4	Financial
		The post holder may handle small amounts of cash, cheques or equivalent for school activities, school trips and fund raising events.
	2.5	Buildings & Equipment
		Responsibility for the correct use and handling of equipment. Some responsibility for ensuring that the correct equipment/resources are available for pupil use.
	2.6	Health & Safety
		The post holder will be responsible for his/her own health and safety. All duties and responsibilities must be carried out in line with the specific requirements detailed in the school Health and Safety policies.
	2.7	Policies & Procedures
		The post holder will be accountable for ensuring that he/she is aware of relevant school policies and that all duties and responsibilities are carried out in line with the appropriate policies and procedures.
3.	Other Conditions	
	3.1	Mobility
		Whilst this post is initially to a specific post, the post holder may be exceptionally required to transfer to any post appropriate to their grade at such a place as in the service of the school they may be required.
	3.2	Equal Opportunities
		School is committed to Equal Opportunities and expects all staff and volunteers to recognise and value differences and to treat everyone with dignity and respect.
	3.3	Variations to Job Descriptions
		Due to changing customer demands, duties and responsibilities are likely to vary from time to time and the School therefore retains the right to amend job descriptions to reflect changing requirements.
	3.4	Training and Development
		The school is committed to the personal and organisational development of the individual. The post holder will be encouraged to identify job-related development needs.
	3.6	Core Qualities & Leadership Framework
		The school expects all staff to demonstrate the behaviours in the Core Qualities Framework and where appropriate, those in the Leadership Framework, to an acceptable level.