

The Harmony Trust Job Description

Job Title: Inclusion Leader (SENDCo and Inclusion Hub Lead Teacher)	
Teacher Pay Scale (MPS/UPS) + TLR 2b	
Responsible to: Trust Senior Leader for SEND	Responsible for: Teaching within the Inclusion Team and being an academy SENDCo and inclusion leader, upholding inclusive the vision and values of the trust
Job Description - This job description is based on the Teachers Standards and may be amended at any time following consultation between the post holder, Leadership Team and Board of Trustees.	

Job Purpose:

The Inclusion Leader will provide strategic and operational leadership for SEND and inclusion across the academy. The postholder will fulfil the statutory duties of the SENDCo for both mainstream and Inclusion Hub pupils whilst leading and developing the Inclusion Hub provision to ensure pupils with complex needs receive high-quality teaching, support and intervention.

The postholder will be responsible for:

- Leading SEND provision across the academy.
- Acting as the designated SENDCo for mainstream and Inclusion Hub pupils.
- Leading and teaching within the Inclusion Hub.
- Developing an inclusive culture that promotes high expectations and excellent outcomes for all learners.
- Supporting staff through coaching, modelling and professional development.
- Contributing to academy improvement through membership of the leadership team.
- Working collaboratively with families, external agencies and Trust leaders to continually improve the quality of provision for pupils with SEND.

Main Responsibilities:

Strategic Leadership of SEND and Inclusion

- Lead the strategic development of SEND and inclusion across the academy.
- Ensure compliance with the SEND Code of Practice, Equality Act 2010 and statutory guidance.
- Maintain oversight of the SEND Register and Provision Mapping system.
- Monitor and evaluate the effectiveness of SEND provision.
- Contribute to academy self-evaluation and school improvement planning.

- Ensure SEND priorities are reflected within academy development priorities.
- Support the Principal in developing an inclusive culture and ethos.
- Produce reports for governors, Trust leaders and senior leaders as required.

Mainstream SENDCo Responsibilities

- Fulfil all statutory duties of the SENDCo.
- Coordinate provision for pupils with SEND across mainstream classrooms.
- Lead the graduated approach of Assess, Plan, Do and Review.
- Support teachers in identifying barriers to learning and implementing appropriate support.
- Oversee annual reviews, EHCP processes and statutory documentation.
- Maintain accurate and compliant SEND records.
- Liaise effectively with professionals including Educational Psychologists, Speech and Language Therapists, Occupational Therapists and Local Authorities.
- Support transitions into, through and beyond the academy.

Inclusion Hub Leadership

- Lead the strategic development of the Inclusion Hub.
- Develop a clear vision and curriculum offer for pupils accessing provision.
- Ensure the provision effectively prepares pupils for successful participation within mainstream education where appropriate.
- Monitor the quality of teaching, learning and assessment within the Hub.
- Develop systems for measuring pupil progress, personal development and EHCP outcomes.
- Lead admissions, transitions and reintegration processes for pupils accessing the Hub.
- Ensure resources and staffing are deployed effectively.

Inclusion Hub Teacher Responsibilities

- Teach pupils within the Inclusion Hub.
- Plan and deliver an adapted curriculum based upon EHCP outcomes and individual learning needs.
- Use specialist assessment tools to monitor progress.
- Create a nurturing, structured and highly inclusive learning environment.
- Ensure pupils' communication, social, emotional and sensory needs are effectively met.
- Monitor and assess pupil progress and report to parents and leaders.

Staff Development and Quality of Education

- Lead professional development relating to SEND and inclusion.
- Deliver CPD, coaching and modelling for teachers and support staff.
- Support staff in implementing adaptive teaching strategies.
- Conduct learning walks, observations and provision reviews.
- Develop staff confidence and expertise in inclusive classroom practice.
- Support leaders in evaluating the impact of SEND provision on pupil outcomes.

Leadership and Management of Staff

- Lead and manage support staff working within the Inclusion Hub.
- Provide direction, coaching and performance management support.
- Organise staff deployment to meet pupil needs effectively.
- Support recruitment and induction of staff within the provision.
- Promote a culture of continuous improvement and professional learning.

Partnership Working

- Develop strong relationships with parents and carers.
- Act as a key point of contact for external agencies.
- Work collaboratively with Trust leaders and academy leaders.
- Lead multi-agency meetings where appropriate.
- Support families throughout assessment and EHCP processes.

Safeguarding and Compliance

- Safeguard and promote the welfare of children and young people.
- Maintain confidentiality and GDPR compliance.
- Ensure SEND documentation and records are accurate and secure.
- Ensure statutory processes are completed within timescales.

The SENDCO will be required to safeguard and promote the welfare of children and young people, and follow school / trust 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 SENDCO will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by their line manager.

Person Specification

Category	Essential	Desirable	How Identified
Qualifications	• Qualified Teacher Status (QTS). • Degree qualification. • National Award for SEN Coordination (NASENCO) / NPQ SENCO or willingness to complete within the required timeframe. • Evidence of ongoing professional development related to SEND, inclusion and leadership. • Commitment to continued professional learning.	• NPQSL or other leadership qualification. • Specialist qualifications relating to SEND (e.g. Autism, SLCN, SEMH, Trauma-Informed Practice). • Designated Safeguarding Lead (DSL) or Deputy DSL training. • ProACT Scripr or other positive behaviour support training.	A
Knowledge	• Secure knowledge of the SEND Code of Practice. • Good understanding of current legislation relating to SEND, safeguarding, attendance and equality. • Knowledge of effective inclusive practice and adaptive teaching strategies. • Understanding of Quality First Teaching and graduated response approaches. • Understanding of assessment processes and provision mapping. • Knowledge of EHCP processes and statutory responsibilities. • Understanding of the barriers faced by pupils with SEND and strategies to overcome them. • Knowledge of effective behaviour support	• Knowledge of specialist assessment tools e.g. Boxall Profile, Speech and Language assessments and sensory profiling. • Understanding of trauma-informed practice. • Understanding of curriculum design for pupils with complex SEND. • Knowledge of current educational research relating to inclusion and SEND.	A/I

	approaches and relational practice. • Understanding of safeguarding procedures and responsibilities. • Knowledge of how to effectively deploy teaching assistants to maximise impact.		
Experience	• A minimum of 3 years teaching experience • Successful teaching experience across primary age ranges. • Experience of working with pupils with a range of SEND needs including Autism, Speech, Language and Communication Needs (SLCN), Cognition and Learning, and SEMH. • Experience of coordinating provision for pupils with SEND. • Experience of working with parents and external agencies. • Experience of contributing to school improvement initiatives. • Experience of supporting colleagues to improve classroom practice. • Experience of monitoring pupil progress and analysing outcomes. • Experience of leading support staff and deploying resources effectively.	• Experience as a SENDCo. • Experience teaching within specialist provision, resource base or inclusion hub settings. • Experience leading a team or managing staff. • Experience delivering CPD and coaching colleagues. • Experience of leading EHCP reviews and statutory processes. • Experience developing bespoke SEND curriculum pathways. • Experience contributing to academy self-evaluation and development planning.	A/I
Skills	• Ability to provide strategic leadership for SEND and inclusion. • Ability to inspire and influence others to improve outcomes for pupils with SEND.	• Experience leading whole-school initiatives. • Experience presenting to governors, trustees or senior leaders.	A/I

	• Ability to lead change and manage improvement initiatives. • Ability to evaluate provision and implement improvements. • Ability to prioritise workload and manage competing demands effectively. • Ability to build effective relationships with pupils, families, staff and external agencies. • Commitment to promoting a culture of inclusion and high expectations. • Ability to coach, mentor and support colleagues. • Outstanding classroom practitioner with the ability to model highly effective teaching. • Ability to adapt learning to meet a wide range of needs. • Ability to use assessment information effectively to plan learning and interventions. • Ability to support pupils with complex communication, learning and emotional needs. • Ability to develop and implement personalised learning programmes. • Ability to monitor and evaluate the impact of interventions. • Ability to create nurturing and highly inclusive learning environments.	• Evidence of successful leadership impacting on pupil outcomes. • Experience of curriculum leadership. • Experience developing specialist provision curriculum pathways. • Experience modelling and coaching adaptive teaching practice. • Experience leading multi-agency meetings. • Experience delivering professional development to large groups of staff.	
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	• Excellent written and verbal communication skills. • Ability to communicate effectively with pupils, parents, colleagues and external professionals. • Ability to handle sensitive and confidential information appropriately. • Ability to resolve issues professionally and collaboratively. • Ability to build trust and establish positive professional relationships.		
Qualities	• Ability to teach with enthusiasm and motivate pupils • Communicate and disseminate information at a child's level of understanding • Ability to work collaboratively in teams • To be diplomatic and professional at all times • Willingness to travel across Northwest hub sites if required • Ability to work under pressure and prioritise effectively • Passionate advocate for inclusion and equity. • Commitment to improving outcomes for pupils with SEND. • High levels of integrity, professionalism and confidentiality. • Resilient, adaptable and solution-focused. • Organised and able to work effectively under pressure. • Reflective practitioner committed to	• Ambition to further develop as an inclusion leader. • Enthusiasm for developing innovative and effective SEND provision. • Willingness to support wider Trust inclusion developments.	A/I

	continuous improvement. • Ability to work both independently and as part of a leadership team. • Commitment to safeguarding and promoting the welfare of children. • Commitment to the values and vision of the Trust.		
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Abbreviations: AF = Application Form; I = Interview.

