



Walberton & Binsted CE Primary School Part-time Inclusion Leader (0.5 or 0.6) Recruitment Pack

"Be Bold, be Strong, for the Lord your God is with you"

Joshua 1



ABOUT OUR SCHOOL:

- Church school with a strong Christian ethos
- Approximately 210 pupils across 7 classes
- Modern buildings and facilities
- Strong community
- Supportive governing body and active PTA
- Passionate and driven leadership team

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Bold and courageous learners, guided by God's love.

Welcome from the Headteacher

1. Welcome from the Headteacher

Dear Applicant,

Thank you for your interest in joining Walberton & Binsted CE Primary School as our new Inclusion Leader and SENCO.



Walberton & Binsted is a warm, welcoming one-form-entry primary school at the heart of its community. We have wonderful children, supportive families and a committed staff team who care deeply about ensuring that every child is known, valued and given the opportunity to succeed.

You would be joining us at an exciting time of improvement and development and this is an opportunity to make your mark and drive sustained whole-school improvement in the quality and consistency of provision for pupils with SEND. We have high aspirations for every child and are determined that those who experience barriers to learning benefit fully from the ambitious education we provide.

We are looking for someone who combines strong professional knowledge with warmth, practicality and the confidence to lead and inspire others. You will be confident in managing the statutory responsibilities of the SENCO role, while understanding that excellent inclusion is built through consistently high-quality classroom teaching, strong relationships and high expectations. You will bring the passion and professional presence to drive inclusion forward at our school and further develop and build on our whole school inclusive culture.

The role could suit an experienced SENCO who is ready for a new challenge or an effective teacher with a passion for SEND and inclusion who is looking to take their first step into whole-school leadership.

You do not need to already hold the NASENCO or NPQ for SENCOs. We would support you to complete the NPQ, with the expectation that you begin the qualification within the first 12 months of taking up the post and complete it within three years.

This is a brilliant opportunity take on a role with the freedom to shape our approach to inclusion, develop the expertise of others and make a meaningful difference to our children and families. If this sounds like you, I would love to meet you, show you around our wonderful school!

Kind regards,

A handwritten signature in black ink that reads "J Neale". The signature is written in a cursive, slightly informal style.

Joe Neale
Headteacher

Bold and courageous learners, guided by God's love.

2. Advert

Post: Inclusion Leader (0.5 or 0.6 Permanent)

Required from: January 2027

Contract: Permanent, 0.5 or 0.6

Salary: Main Pay Scale or Upper Pay Scale, plus SEN1 allowance



Walberton & Binsted CE Primary School is seeking an experienced, knowledgeable and compassionate teacher to become our new Inclusion Leader and SENCO.

We welcome applications for either 0.5 or 0.6 FTE (2.5 or 3 days per week) and are happy to discuss both options with interested candidates. We can be flexible about which days are worked and will agree the final hours and working pattern with the successful candidate, taking account of both their circumstances and the needs of the school.

This is an exciting opportunity to take a leading role in strengthening inclusive practice across our school and ensuring that pupils with special educational needs and disabilities receive consistently excellent support.

The successful candidate will provide strategic and operational leadership of SEND provision, fulfil the statutory responsibilities of the SENCO and work closely with teachers, support staff, families and external professionals. They will help colleagues to identify needs early, make effective classroom adaptations and use the graduated approach to improve pupils' learning, independence and wellbeing.

We are looking for someone who:

- Is an excellent and experienced primary practitioner with QTS.
- Has a strong understanding of effective SEND and inclusive practice.
- Is organised, approachable and able to manage statutory processes accurately.
- Builds positive and trusting relationships with children and families.
- Can support and challenge colleagues with sensitivity and professional credibility.
- Believes that inclusion begins with ambitious expectations and high-quality classroom teaching.
- Is committed to securing strong outcomes for disadvantaged and vulnerable pupils.
- Will support and contribute to our Christian vision and values.

We can offer:

- A meaningful leadership role with the opportunity to shape inclusive practice across the school.
- Dedicated time to fulfil the responsibilities of the role.
- Delightful children who behave well and are eager to learn.
- A warm, supportive and committed staff team.
- Support from the Headteacher, governors and staff.
- Appropriate professional development, including support to complete the NPQ for SENCOs where required.
- Positive relationships with families and the wider community.
- The opportunity to make a visible difference in a friendly, one-form-entry school.

How to Apply

Visits to the school are warmly welcomed and strongly encouraged; we would be delighted to meet you and show you around our school. To arrange a visit, please contact **Emma Dalziel, School Business Manager**, on **01243 551398** or via email:

sbm@walbertonbinsted.org.uk.

Application Process:

- Application forms are available via the West Sussex Service for Schools website.
- Please include a cover letter (maximum 1500 words) addressing the job profile and person specification, outlining why you would like to begin your career at Walberton & Binsted.
- Completed applications should be sent to: **sbm@walbertonbinsted.org.uk**

Closing Date: Friday 9th October

Interview Date: Friday 16th October

Walberton & Binsted CE Primary School is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. The successful applicant will be subject to an enhanced DBS check, including a check of the Children's Barred List, satisfactory references and other relevant safer-recruitment checks. In accordance with Keeping Children Safe in Education, an online search will be undertaken for shortlisted candidates.

3. Job Description



Post title: Inclusion Leader and SENCO

Salary: Teachers' Main Pay Scale or Upper Pay Scale, plus SEN1 allowance

Hours: 0.5 or 0.6 FTE

Contract: Permanent

Responsible to: Headteacher

MAIN PURPOSE OF THE ROLE

The Inclusion Leader and SENCO will provide strategic and operational leadership for SEND and inclusive practice across the school.

The postholder will fulfil the statutory responsibilities of the school's Special Educational Needs Coordinator and ensure that pupils with SEND receive ambitious, well-coordinated and effective provision.

They will work closely with the Headteacher, teachers, support staff, families, governors and external professionals to identify and remove barriers to pupils' learning, participation, independence and wellbeing.

The postholder will carry out their duties in accordance with the SEND Code of Practice, the Teachers' Standards, relevant legislation, school policies and the school's Christian vision and values.

KEY RESPONSIBILITIES

Strategic leadership of SEND and inclusion

- Work with the Headteacher and governors to establish and communicate a clear and ambitious vision for SEND and inclusion.
- Contribute to the school's self-evaluation, improvement planning and evaluation of provision.
- Identify strengths and priorities through monitoring, assessment information, pupil voice, parent feedback and evaluation of provision.
- Ensure that agreed inclusion priorities are translated into clear, manageable and measurable actions.
- Keep the Headteacher and governors appropriately informed about the quality and impact of SEND provision.
- Lead the development, implementation and review of the school's SEND policy, SEND information report and accessibility arrangements.
- Promote a culture in which pupils with SEND are included fully in the academic, social and wider life of the school.
- Champion high expectations for pupils with SEND, disadvantaged pupils and other pupils who experience barriers to learning.
- Remain informed about changes to legislation, statutory guidance, local procedures and evidence-informed practice.

Statutory SENCO responsibilities

- Oversee the day-to-day operation of the school's SEND policy.
- Maintain an accurate and regularly reviewed SEND register.
- Coordinate provision for pupils with SEND.
- Lead the assess, plan, do and review cycle and ensure that it is understood and used effectively.
- Advise colleagues on the graduated approach to identifying and meeting pupils' needs.
- Ensure that individual plans and provision records are precise, proportionate and focused on meaningful outcomes.
- Coordinate requests for additional support, statutory assessment and Education, Health and Care Plans where appropriate.
- Organise and lead annual reviews and other statutory meetings.
- Ensure that statutory deadlines, records and consultation requirements are met.
- Liaise with the local authority and external professionals.
- Support effective transition into school, between year groups and to the next phase of education.
- Work with the Headteacher and governors to ensure that the school meets its statutory duties relating to SEND, equality and accessibility.

Teaching, learning and provision

- Promote high-quality, inclusive teaching as the foundation of the school's SEND provision.
- Support teachers to identify barriers to learning and make effective and proportionate adaptations.
- Help teachers maintain ambitious expectations while responding appropriately to individual need.
- Model effective practice and provide advice, coaching and professional development for teachers and support staff.
- Monitor the quality of classroom provision through agreed school processes.
- Support teachers to use assessment carefully when identifying needs and evaluating pupils' progress.
- Ensure that interventions are purposeful, evidence-informed and additional to, rather than a replacement for, high-quality classroom teaching.
- Evaluate the impact of interventions and recommend that ineffective or unnecessary provision is changed or discontinued.
- Support the effective deployment and development of learning support assistants.
- Promote approaches that develop pupils' independence and avoid unnecessary adult dependency.
- Undertake direct teaching, assessment, observation or work with individual pupils and groups where this supports identification, modelling or evaluation.

3. Job Description (cont.)



Monitoring progress and outcomes

- Maintain a clear overview of the attainment, progress, attendance, behaviour and wider development of pupils with SEND.
- Work with teachers and leaders to identify patterns, emerging needs and pupils at risk of falling behind.
- Ensure that appropriate information is used to plan next steps and evaluate the impact of support.
- Monitor pupils' progress towards individual and EHCP outcomes.
- Ensure that pupils' views are sought, understood and reflected appropriately in plans and reviews.
- Promote pupils' participation in all aspects of school life, including trips, clubs, playtimes and enrichment opportunities.

Working with families and external professionals

- Develop respectful, honest and constructive relationships with parents and carers.
- Ensure that families are involved appropriately in decisions about their children.
- Communicate clearly with families about needs, provision, progress and next steps.
- Listen carefully to concerns and respond in a timely and sensitive manner.
- Help families to understand school processes and access appropriate information and support.
- Work effectively with educational psychologists, specialist advisory teachers, health professionals, social care, early-help services and other agencies.
- Coordinate professional advice so that recommendations are understood and translated into practical classroom provision.
- Coordinated pastoral support for children and families.
- Work with the Headteacher where SEND, medical needs, anxiety or emotionally based school avoidance affect attendance.

Leadership and development of staff

- Provide clear professional guidance to teachers and support staff.
- Plan and deliver relevant training and professional development.
- Contribute to the induction of new teachers, support staff and volunteers.
- Lead inclusion meetings and contribute to pupil-progress and provision-review meetings.
- Support the effective deployment and development of staff working with pupils with additional needs.
- Encourage shared responsibility for pupils with SEND and build the confidence and expertise of the whole staff team.

Administration and resources

- Maintain clear, accurate, secure and manageable SEND records.
- Ensure that confidential information is stored and shared appropriately.
- Advise the Headteacher on the effective and appropriate use of resources delegated for SEND.
- Contribute to reports for governors and participate in governor monitoring where required.
- Develop productive relationships with local schools, the local authority, the diocese and other partners.

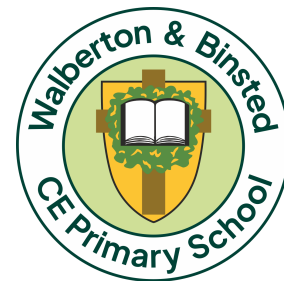
Safeguarding and professional responsibilities

- Safeguard and promote the welfare of children and follow all school safeguarding procedures.
- Maintain an attitude of professional curiosity and act promptly when concerned about a child.
- Understand the relationship between SEND, vulnerability and safeguarding.
- Complete all required safeguarding and professional training.
- Demonstrate consistently high standards of professional conduct.
- Support the Christian vision, values and inclusive ethos of the school.
- Promote equality and challenge discrimination.
- Work collaboratively and contribute positively to the wider life of the school.
- Maintain confidentiality and comply with data-protection requirements.
- Carry out the professional duties of a teacher as set out in the School Teachers' Pay and Conditions Document and meet the Teachers' Standards.
- Undertake any other reasonable duties consistent with the nature and level of the post.

This job description may be reviewed following consultation with the postholder and amended to reflect the developing needs of the school.

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4. Person Specification



Criteria	Essential	Desirable
Qualifications and professional development		
Qualified Teacher Status.	X	
NPQ for SENCOs, NASENCO or another qualification recognised as meeting the statutory requirement.		X
If the statutory SENCO qualification is not already held, willingness and eligibility to begin the NPQ for SENCOs within the first 12 months of appointment and complete it within the statutory period.	X	
A clear commitment to continuing professional development and keeping professional knowledge current.	X	
Further relevant training in SEND, inclusion, leadership, assessment or a specific area of need.		X
Experience		
Recent successful teaching experience in one or more primary phases: EYFS, Key Stage 1 or Key Stage 2.	X	
A proven track record of improving pupils' learning, progress or wider outcomes.	X	
Experience of meeting the needs of pupils with a range of special educational needs and disabilities and making effective adaptations to teaching.	X	
Experience of building positive relationships and working effectively with parents and carers.	X	
Experience of working collaboratively with teachers, support staff and external professionals.	X	
Experience of a senior or middle leadership.		X
Experience of leading SEND or inclusion across a school, phase or curriculum area, with demonstrable impact.		X
Experience of leading, managing, coaching or developing staff.		X
Experience of statutory SEND processes, including requests for assessment, Education, Health and Care plans and annual reviews.		X
Experience of leading pastoral provision, pupil personal development or work to improve attendance.		X

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4. Person Specification (cont)



Criteria	Essential	Desirable
Knowledge and understanding		
Secure knowledge of the SEND Code of Practice, the Equality Act and schools' statutory duties relating to SEND, equality and accessibility.	X	
Thorough understanding of the graduated approach and the four broad areas of need.	X	
Strong understanding of high-quality inclusive teaching, reasonable adjustments and evidence-informed intervention.	X	
Secure knowledge of the National Curriculum, the EYFS framework and current developments in primary education.	X	
Understanding of assessment and how information can be used to identify need, plan provision and evaluate impact.	X	
Secure knowledge of safeguarding and an understanding of the relationship between SEND, vulnerability and safeguarding.	X	
Knowledge of West Sussex SEND procedures, services and referral pathways.		X
Knowledge of approaches to supporting social, emotional and mental health needs, anxiety and emotionally based school avoidance.		X
Understanding of effective provision mapping, resource allocation and deployment of support staff.		X
Abilities and skills		
Ability to communicate a clear and ambitious vision for SEND and inclusion and to manage change effectively.	X	
Ability to lead, motivate and inspire others while providing appropriate support and professional challenge.	X	
Ability to use pupil information and assessment data to identify priorities, set ambitious outcomes and evaluate impact.	X	
Ability to produce and maintain accurate, clear and compliant records, plans and statutory documentation.	X	
Ability to prioritise competing demands, work independently and meet statutory deadlines.	X	
Excellent interpersonal skills, including the ability to conduct sensitive and challenging conversations with warmth and professionalism.	X	
Other requirements		
A commitment to Walberton & Binsted's Christian vision, values and inclusive ethos.	X	
High standards of integrity, confidentiality and professional conduct.	X	

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