

Job Title: SENCO and Inclusion Lead	Pay Scale: MPS/UPS
Normal Place of Work: Cherry Willingham Primary Academy	Line Manager: Headteacher
Role Summary: The SENCO and Inclusion Lead is responsible for the strategic development and operational leadership of the school's SEND and Inclusion provision. The post holder ensures early identification of need, high-quality teaching and intervention, and fully inclusive practice so that all pupils, particularly those with SEND or additional vulnerabilities, achieve their full potential.	

DUTIES AND RESPONSIBILITIES

- To play an important role with the Headteacher in determining the strategic development of SEND policy and provision in the Academy.
- To take day-to-day responsibility for the operation of SEND policy and co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans.
- To provide professional guidance to colleagues and work closely with staff, parents and other agencies. Be aware of the provision in the Local Offer and be able to work with professionals providing a support role to families to ensure that pupils with SEN receive appropriate support and high-quality teaching.
- Overseeing the day-to-day operation of the school's SEND policy.
- Coordinating provision for children with SEN.
- Liaising with the relevant Designated Teacher where a looked after pupil has SEN.
- Raising standards (within SEND and disadvantaged) at all Key Stages.
- Liaising with parents and staff of targeted students at KS1 and 2 to support them in meeting academic targets.
- To promote children's personal, social and health development.
- To ensure a high profile for support for children's well-being and their care, guidance and support (pastoral and academic).
- To work with outside agencies, specialists and partners with the school to ensure the best provision for children and families.
- Lead the strategic development of SEND, Inclusion and Equality policies in line with statutory requirements.
- Work with the Headteacher and SLT to embed inclusive practice across the school.
- Analyse data relating to progress, attendance, behaviour and wellbeing to identify need and evaluate impact.
- Lead the graduated approach, ensuring consistent identification and assessment of SEND needs.
- Embodying a professional persona that all staff can rely on for support, leadership and guidance.

Key Relationships

The post holder will be expected to develop and maintain good relationships with:

• Head Teacher, SLT and all Trust staff	To ensure a high quality service is provided that meets the needs of the Trust.
• Parents and Students	
• Visitors	

Generic Responsibilities

- Represent and promote The Priory Federation of Academies' values internally and externally.
- Ensure that the Federations internal customers receive an excellent customer service experience in all dealings with the service.
- Deliver your day to day duties consistently with the agreed service level.
- Act as a champion for change and improvement, constantly enhancing quality.
- Contribute to the annual quality review of the service and the programme of continuous improvement.
- Actively promote and act, at all times, in accordance with Federation policies, e.g. Health and Safety, Equal Opportunities and Safeguarding.
- Make a commitment and contribution to improving standards for pupils, as appropriate.
- Contribute to the maintenance of a caring and stimulating environment for pupils.
- Undertake other duties, including safeguarding, commensurate with the job level.

The post holder will interact professionally with colleagues to ensure understanding and awareness of responsibilities of all colleagues and undergo any relevant training.

Elements of this job description may be changed following consultation with your manager.

TERMS OF EMPLOYMENT

All offers of employment are subject to The Trust receiving proof of identity, two satisfactory references, satisfactory health and enhanced DBS checks, a signed Code of Conduct, evidence of your relevant qualifications and successful completion of a 12-month probation period.

HEALTH AND SAFETY

All employees are responsible for reading, understanding and carrying out the requirements of The Trust's Health and Safety policy and for informing a relevant person if they become aware of any non-compliance with the policy or of any identified training needs.

HOURS OF WORK

The Academy day is between 8:00 am and 6:00 pm. A flexible approach to working is expected as some tasks may be required to be carried out in the evenings and during holiday periods.

CONTINUAL PROFESSIONAL DEVELOPMENT

The Trust requires individuals to identify and analyse their own training and development needs and to actively participate in the design of a development plan to meet these needs and the needs of the Academy. This may be achieved through an appraisal process.

The post holder should recognise and take advantage of development opportunities and should periodically review their own progress towards meeting previously agreed goals.

CONDITIONS OF SERVICE

Governed by the National Agreement on Pay and Conditions of Service supplemented by local conditions as adopted.

SPECIAL ARRANGEMENTS

The post holder may be required to work outside of normal academy hours on occasion, with due notice.

SAFEGUARDING STATEMENT

The Priory Federation of Academies is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.

EQUALITY, DIVERSITY AND INCLUSION

The Priory Federation of Academies Trust is committed to maintaining a diverse workforce and an inclusive environment for all. Our aim, embedded in the Trust Values, is to enrich our workforce at every level and we encourage applications from all under-represented groups.

Please note that this Job Description should not be read in isolation and needs to be read in conjunction with:

- Contract of Employment
- Teachers' Standards Document
- School Teachers' Pay and Conditions Document and Guidance on Teachers' Pay and Conditions.
[School teachers' pay and conditions - GOV.UK](#)
- The Priory Federation of Academies' Pay Policy
- The Burgundy Book
- The Priory Federation of Academies Development Management Handbook

Person Specification – SENCO and Inclusion Lead

		Essential	Desirable	How assessed*
	QUALIFICATIONS			
1.	DFE recognised qualified teacher status.	✓		AF/Cert
2.	Evidence of recent relevant continuing Professional Development	✓		AF/Cert
3.	Competence in the effective use of ICT on a day to day basis	✓		AF/Cert
4.	Evidence of relevant professional development relating to school management and current educational developments	✓		AF/Cert
5.	Appropriate qualification, experience and any other requirements needed to perform the role in relation to safeguarding and promoting the welfare of children and young people	✓		AF/Cert
6.	Safeguarding trained	✓		AF/Cert
	KNOWLEDGE, UNDERSTANDING AND EXPERIENCE (UP TO DATE/ CURRENT)			
7.	Proven high standards of classroom practice	✓		AF/IV
8.	Teaching experience across the full ability and age range in a variety of school contexts	✓		AF/IV
9.	Successful Senior Leadership experience in a secondary school		✓	AF/IV
10.	Proven record of raising standards of achievement and sustaining improvement through self-evaluation and strategic planning		✓	AF/IV
11.	Experience of taking responsibility for implementation of whole school development		✓	AF/IV
12.	Experience of building and maintaining effective relationships with parents, carers, partners and the community	✓		AF/IV
13.	Experience of efficient budget management and resource deployment		✓	AF/IV
14.	Experience of working with Governors and other stakeholders		✓	AF/IV
	PERSONAL AND PROFESSIONAL QUALITIES			
15.	Excellent attendance and punctuality record	✓		AF/IV
16.	High level of commitment to inclusive education and Equal Opportunities	✓		AF/IV
17.	Is committed to raising standards for all students in pursuit of excellence	✓		AF/IV
18.	High level of integrity, honesty and fairness	✓		AF/IV
19.	High professional standards	✓		AF/IV
20.	Demonstrate high levels of energy and ability to work under pressure	✓		AF/IV
21.	Have strong leadership skills which recognise and respond to difficulties as well as celebrate the achievements of the school	✓		AF/IV
22.	Ability to lead, inspire, motivate and manage people	✓		AF/IV
23.	Committed to effective working relationships, giving and receiving support from others	✓		AF/IV
24.	Lead by example and model excellent practice	✓		AF/IV
25.	Ability to communicate as an active listener, orally and in writing	✓		AF/IV
26.	Readiness to reflect on practice	✓		AF/IV
27.	Self-motivated and able to work with initiative demonstrating effective time management skills	✓		AF/IV
28.	Strong commitment to the Academy ethos	✓		AF/IV
29.	Has a real presence and personal impact within school	✓		AF/IV
	LEADERSHIP and MANAGEMENT			

30.	Consistently demonstrate and actively promote a commitment to safeguarding and promoting the welfare of children and young people in a safe, secure and healthy school environment	✓		AF/IV
31.	Monitor and evaluate own and others work, acknowledging excellence and challenging poor performance across the Academy	✓		AF/IV
32.	Assess impact of work on outcomes for students and stakeholders	✓		AF/IV
33.	Share and develop commitment to the Academy ethos and vision. Inspiring, challenging and empowering others to carry the vision forward	✓		AF/IV
34.	Show a clear knowledge and understanding of the implication of current educational developments and legislation relevant to specific areas of responsibility	✓		AF/IV
35.	Implement and manage change to effect improvement	✓		AF/IV
36.	Challenge, influence and motivate others to set appropriate and challenging targets	✓		AF/IV
37.	Promote the development of staff and to build capacity	✓		AF/IV
38.	Commit to and have experience of successfully developing and managing high performing teams	✓		AF/IV
39.	Work with other agencies for the well-being of all students and their families taking the lead in multi-agency approaches when necessary	✓		AF/IV
40.	Use comparative data for benchmarking and target setting purposes and develop relevant strategies for performance improvement	✓		AF/IV

*Key to how skills are assessed:

AF = Skill assessed via application form

IV = Skill assessed via interview

AT = Skill assessed via test/work-related task

Cert = Certificate checked at interview

Acceptance of the Job Description

I have read and accept the content of the job description.

Signed Line Manager:

Dated:

Signed Employee.....

Dated.....

Please sign and return one copy of the Job Description