

Job Description and Person Specification for the Position of

Inclusion Lead/SENCO

At St Philip's CE (A) Primary School

April 2025

St Philip's CE (A) Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Applicants will be subject to an enhanced DBS check, two satisfactory references and a disclosure of Criminal Record and Disqualification Declaration.

In line with guidance from the Safer Recruitment Consortium, an online search will also be completed for shortlisted candidates.

At St. Philip's, we are dedicated to creating an inclusive and supportive environment where every child and their family can thrive. We recognise the vital role that families play in a child's education and well-being. To strengthen our school community, we are looking for a compassionate and skilled Family Worker to join our team.

Role Overview:

We are looking to appoint a new SENCo to join the incredible team here St. Philip's. You will work with an incredibly committed and experienced staff who truly understand inclusive practice and are eager to do the very best for all children in our school. A significant amount has been achieved with respect to the curriculum and adaptive practice in order for all children to access it. You will inherit a supportive staff and be part of an experienced Senior Leadership Team. We are very committed to the development of our staff, so this post would suit someone who is new to the role, or someone who is already an experienced SENCO.

We are looking for:

- Someone who is an experienced SENCO, or who is new to the role
- Someone who is able to articulate their vision for inclusion across the school
- Someone who is a strong classroom practitioner and can support staff and parents with practical advice
- Someone who is an excellent communicator, building strong supportive relationships with staff and parents alike
- Someone who is experienced in line managing a team and knows how to get the best from them

St. Philip's is a highly inclusive Church of England School in the city of Cambridge. Our Christian Vision is at the heart of our school and informs all our decision making. Over half the pupils who attend the school are from minority backgrounds. You will have oversight for the pupil premium, English as an additional language and looked after children. You will also play a central role in the deployment and line management of the teaching assistant team, as well as our Family Worker.

A tour of the school with the headteacher is strongly encouraged.

Why Join Us?

At St. Philip's, we are a supportive and inclusive team, passionate about making a difference in the lives of our students and their families. We offer a friendly work environment, ongoing professional development opportunities, and a chance to contribute to the school's values and ethos.

If you are dedicated to supporting families and helping children thrive, we would love to hear from you. The kettle is on, so come for a tour!

Start Date: September 2025 (or sooner if possible)

Main Scale/UPS+SENCO Allowance – permanent, 3 to 4 Days per Week

SENCO/Inclusion Lead Job Description

Purpose

To carry out the main duties of a SENCO as set out in the current School Teacher's Pay and Conditions of Service document.

Responsible to: Headteacher

Responsible for: Inclusion provision across the school, including line managing Classroom support staff

Liaises with: SLT, teachers and associate staff, LA representatives, external Agencies and parents

Leading Teaching and Learning

- Have overall responsibility and accountability for SEND and inclusion, ensuring curriculum continuity, consistency, balance, match and progression.
- Deliver and demonstrate support and interventions to pupils with SEND i.e. one to one, small group, whole class as appropriate.
- Set targets for raising achievement among pupils with SEND.
- Model and disseminate good practice in SEND across the school.
- Lead regular meetings with teachers and teaching assistants who work with SEND pupils to ensure identification of the most effective teaching approaches for pupils with SEND.
- Be an excellent role model, exemplifying a high standard of teaching and promoting high expectations for all members of the school community.
- Creating and maintaining a Christian environment and code of behaviour that promote and secure good teaching, effective learning and high standards of achievement, good behaviour and discipline.
- Determining, organising and implementing school policies.
- Ensure through leading by example the active involvement of pupils and staff in their own learning.
- Creating and maintaining an effective partnership with parents to support and improve pupils' achievement and personal development.
- As part of the middle leadership team assist in managing this specific area within the school through strategic planning and the formulation of policy and delivery of the strategy ensuring agreed decisions are implemented.
- Identify resources needed to meet the needs of pupils with SEND- advise the leadership team of priorities for expenditure.
- Organise and manage the use of SEND resources as appropriate, recording and evaluating impact.
- Manage and lead on Pupil Premium, preparing termly reports to the Governing Body and working alongside the Business Manager.

- Take accountability for the progress and attainment of pupils that have English as an additional language.

Developing self and others

- Provide professional guidance to staff to secure good/outstanding teaching for SEND pupils through both written guidance, use of tool boxes, modeling teaching, coaching and mentoring.
- Take a lead role in identifying and providing training opportunities for support staff and teachers to learn about SEND and intervention strategies.
- Keep up-to-date with current understanding of learning needs and ensure these are reflected in the school policies, procedures and that all staff understand the needs of SEND pupils.
- Be responsible for your own continuous professional development and participate fully in training and development opportunities identified by the school or as developed as an outcome of your appraisal.
- Participate in network meetings to further your knowledge and to develop your leadership capacity.
- Be an excellent role model for both staff and pupils in terms of being reflective and demonstrating a desire to improve and learn.
- Take responsibility and accountability for SEND including statistical analysis of pupil groups, progress data and target setting.
- Develop systematic methods to ensure all staff have regular training to meet the needs of all pupils. Ensure this is budgeted accordingly.

School Specific Responsibilities

- To be a Designated Safeguarding Lead for the school.
- To lead and manage the development of SEND and provision for vulnerable groups building on current good practice.
- Monitor teaching and learning activities to meet the needs of pupils with SEND, EAL, LAC and medical needs.
- In this role you will be expected to develop policies, monitor and evaluate the quality of the SEN provision and manage an appropriate budget.
- To work as part of the Middle Leadership Team on ensuring an inclusive approach in the whole curriculum.
- To liaise with other external agencies as appropriate.
- To play a key role in developing and maintaining SEND records, strategic assessments and the school provision map ensuring they are regularly reviewed and updated.
- To have an accurate and up-to-date knowledge of statutory requirements regarding SEND pupils and the storage of records in relation to GDPR.
- To take responsibility for the production of reports to parents in line with national regulations.
- To lead, train and coach staff in relation to SEND procedures.

- Regularly review the effectiveness of your teaching and assessment procedures and its impact on pupils' progress, attainment and well-being, refining your approaches where necessary.
- Liaise with staff, parents, external agencies and other schools to co-ordinate their contribution, provide maximum support and ensure continuity of provision.
- Keep parents and carers informed on their child's progress on a regular basis.
- Work collaboratively with other professionals, agencies, governors and neighbouring schools to secure best provision for pupils with SEND and other vulnerabilities.

SENCO – Person Specification

Criteria	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> • Qualified Teacher Status. • Considerable experience of working with Special Educational Needs or as a SENCO. • Evidence of continuing professional development related to the post. 	<ul style="list-style-type: none"> • National Award for Special Educational Needs Co-ordination or evidence of pursuing a place on this course.
Experience	<ul style="list-style-type: none"> • Successful teaching experience across the primary age range, including successful support of children with a range of SEND and those eligible for pupil premium funding. • Leading workshops and meetings for staff and parents. • Experience of working with parents to ensure best possible outcomes for pupils. • Experience of monitoring teaching, learning and assessment that meets the needs of pupils with SEND and those eligible for pupil premium funding. • Experience of writing IEPs and provision maps. • Experience of managing and supporting challenging behaviour. 	<ul style="list-style-type: none"> • Experience of being an Inclusion/SEN/Pupil Premium Leader.
Knowledge, skills and understanding	<ul style="list-style-type: none"> • A thorough knowledge and understanding of the SEND Code of Practice. • Knowledge of the National Curriculum and EYFS Curriculum. • An understanding of the challenges facing primary education and SEND provision. • Ability to articulate and demonstrate the characteristics of effective planning, learning, teaching and assessment strategies used to support pupils with SEND and those eligible for pupil premium funding. • Knowledge of how ICT can be used to support children with SEND. 	<ul style="list-style-type: none"> • Knowledge of how to interpret and track pupil progress to accelerate progress and raise pupil attainment.
Leadership	<ul style="list-style-type: none"> • Ability to provide a clear vision and direction for the development of inclusive practice. 	

	<ul style="list-style-type: none"> • Commitment to working with the Headteacher and members of the Senior Leadership Team in delivering whole-school strategies. • Commitment to promoting an environment where all children will maximise and achieve their potential. • Ability to liaise with all stakeholders, including education and medical professionals, governors and parents. 	
Personal attributes	<ul style="list-style-type: none"> • Ability to maintain high levels of confidentiality. • Approachable, accessible and flexible. • Ability to remain calm and focused under pressure. • Ability to prioritise and work well using your initiative. • Excellent communication skills. 	

As this role will involve working when the children are on site it is deemed to be a 'regulated activity' and you will be required to fulfil certain criteria.

Before you proceed with your intention to apply for a position or to support us, please take full consideration of the following points.

- All successful candidates will be subject to an Enhanced DBS check, including a Barred List check where applicable to the role. Where you have been shortlisted for a role, you will be required to complete a Declaration of Offences Form, disclosing all relevant previous criminal convictions and cautions. Please contact the Head teacher to discuss this step further if you wish.
- If you are shortlisted for the position you are applying for, we will carry out an online search against you, for information that is publicly available online and usually before interview. This will include social media accounts you may hold.
- We will assess your knowledge of safeguarding by asking specific questions about this area of our role during the interview process and your answer to this question will form part of our decision-making process.
- You will be provided with an induction process, and you are expected to engage with this monitored process.
- Our safeguarding policies and procedures will be explained during your induction and on a regular basis.
- St Philip's complies the Childcare Act 2006 and the Childcare (Disqualification) and childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2008. All shortlisted candidates whose role will involve the responsibility for the provision or management of such childcare (including teaching) shall be required to declare that they are not disqualified from undertaking such work.
- Application forms must be completed in full. Please pay particular attention to your work history and inform us of any gaps in employment. Please write an accompanying letter showing how you meet the person specification for an HLTA.
- Please ensure you state full details of your qualifications.
- References may be taken up prior to interviews and any discrepancies will be addressed during the interview process.