

|                         |                                                                                                                                                                                                                                                               |
|-------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>POST TITLE:</b>      | <b>SENCO / Inclusion Lead</b>                                                                                                                                                                                                                                 |
| <b>RESPONSIBLE TO:</b>  | <b>The Headteacher</b>                                                                                                                                                                                                                                        |
| <b>GRADE:</b>           | <b>Leadership scale (L1 – L5)</b>                                                                                                                                                                                                                             |
| <b>WEEKS:</b>           | <b>Full-Time, 195 days per year</b>                                                                                                                                                                                                                           |
| <b>RESPONSIBLE FOR:</b> | Special Educational Needs provision across the school and nursery including identification of need, provision of mapping and resource management. Leading on inclusion issues. Oversight of management of medical needs. Deputy Designated Safeguarding Lead. |

### **Main duties/responsibilities**

#### **Strategic development**

1. To contribute to the development of strategies, policies and practices aimed at raising standards of attainment and achievement throughout the school.
2. To provide regular progress updates to Governors and SLT in relation to SEND provision.
3. To assist with the formulation, communication, monitoring and evaluation of the school quality improvement plan, particularly in relation to SEND.
4. To measure the impact of additional needs provision and of the SEND policy and be responsible for its implementation, monitoring, evaluation and review in order to ensure all pupils make good progress.
5. Oversight of support for pupils with medical needs including ensuring implementation of statutory and academy policy and ensuring care plans and allergen plans are appropriate, robust and effective.

#### **Teaching and Learning**

6. To develop effective ways of overcoming barriers to learning and sustaining effective teaching, through the analysis and assessment of pupil needs, including supporting EYFS staff in the early identification of SEND.
7. Monitor SEND standards of teaching and pupil achievement using effective tracking systems and setting targets for improvement to ensure good progress.
8. To ensure provision is mapped for all students in line with SEND policy.

9. To maintain good partnerships between parents/carers and school, liaise effectively with external agencies, to promote and secure maximum support for pupil learning.
10. To liaise effectively with external agencies directing their intervention and support and ensuring appropriate delivery of specific programmes by school staff.
11. To maintain and update records and carry out statutory obligations in line with the SEN Code of Practice.
12. To provide internal cover for class teachers as and when required.

### **Leading and Managing Staff**

13. To manage the deployment, training and monitoring of performance of Teaching Assistants across the school to ensure appropriate support for all SEND pupils.
14. To support class teachers to ensure appropriate adaptation of the curriculum, learning environment and behaviour management as appropriate to enable all pupils to make good progress.
15. To organise in-house SEND and inclusion training for all staff including teaching assistants.

### **Managing and Deploying Resources**

16. To oversee and monitor appropriate budget allocations.
17. To identify appropriate resources to promote and support the achievements of SEND and significant groups children and ensure they are used efficiently, effectively and safely.
18. Safeguard and promote the welfare of children for whom the post-holder has responsibility or comes into contact with, including adhering to all specified procedures and reporting all concerns.
19. Awareness of and respond appropriately to any health and safety issues identified and/or raised by members of the team.
20. Practice and promote fair and equal treatment of staff and pupils through the course of performing all duties and comply with the School's and Trust's equality policies at all time.
21. To perform all other duties that the Headteacher may from time to time ask the post-holder to perform.

### **Miscellaneous**

22. Ensure that you work in line with all the Academy/Trust policies and procedures and ensure that you are aware of your obligations under these.
23. Behave according to the Schools Code of Conduct and ensure that you are aware of your obligations and responsibilities re: conflicts of interest, gifts, hospitality and other matters covered by the Code.
24. To comply with health and safety policies, organisational statements and procedures, report any incidents / accidents/ hazards and take a pro-active approach to health and safety matters in order to protect yourself and others.
25. You are required to safeguard and promote the welfare of children/students for whom you have

responsibility, or with whom you come into contact, to include adhering to all specified procedures.

26. This post is deemed to be a 'Customer Facing' role in line with the definition of the Code of Practice on the English language requirement for public sector workers.

27. This post is subject to an enhanced disclosure. The successful applicant will be subject to the relevant vetting checks before an offer of appointment is confirmed. Following appointment, the employee will be subject to rechecking as required from time to time by the Trust.

Any other duties of a similar nature related to this post that may be required from time-to-time.

Last Reviewed: October 2026

## PERSON SPECIFICATION

### SENCO / Inclusion Lead

#### Key

- AF** Application form including personal statement  
**S** Selection Process including interview  
**R** Employment References  
**C** Certificates  
**D** Enhanced Disclosure and Barring Services Criminal Check

|     | Criteria                                                                                              | Essential/<br>Desirable | Stage<br>Identified |
|-----|-------------------------------------------------------------------------------------------------------|-------------------------|---------------------|
| 1.  | Well-presented letter outlining skills, experience and educational philosophy                         | E                       | A                   |
| 2.  | Application fully supported by employment references                                                  | E                       | R                   |
|     | <b>Qualifications &amp; Education</b>                                                                 |                         |                     |
| 3.  | Good honours degree                                                                                   | E                       | A, C                |
| 4.  | Qualified Teacher Status for Primary Education                                                        | E                       | A, C                |
| 5.  | Additional professional qualifications or currently working towards (NSENCO, NPQ)                     | D                       | A                   |
| 6.  | Evidence of further professional development e.g Leadership training                                  | D                       | A, C                |
| 7.  | A qualification in a specific SEN e.g dyslexia or ADHD                                                |                         |                     |
|     | <b>Experience &amp; Knowledge</b>                                                                     |                         |                     |
| 8.  | Successful school experience demonstrated through work or teaching practice                           | E                       | A, S, R             |
| 9.  | Recent and relevant school leadership experience                                                      | E                       | A, S, R             |
| 10. | Knowledge of Key Stage 1, 2 and EYFS principles and practice                                          | E                       | A, S, R             |
| 11. | Previous experience as SENCO or as part of an SEN Team                                                | D                       | A, S, R             |
| 12. | Up-to-date knowledge & understanding of the current national education agenda                         | E                       | A, S                |
| 13. | Experience of working with a range of external agencies, including those associated with safeguarding | E                       | A, S, R             |
| 14. | Expertise in one or more areas of SEND                                                                | E                       | A, S                |

|     | <b>Criteria</b>                                                                                                                          | <b>Essential/<br/>Desirable</b> | <b>Stage<br/>Identified</b> |
|-----|------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|-----------------------------|
| 15. | Good knowledge of child development                                                                                                      | E                               | A, S                        |
| 16. | Knowledge and understanding of data analysis and the ability to use data to set targets for improvement                                  | E                               | A, S, R                     |
| 17. | Knowledge of statutory requirements for supporting pupils with medical needs                                                             | D                               | A, S                        |
| 18. | Confident use of IT                                                                                                                      | E                               | A, S                        |
|     | <b>Teaching Skills</b>                                                                                                                   |                                 |                             |
| 19. | Able to demonstrate highly effective whole class teaching                                                                                | E                               | S, R                        |
| 20. | Thorough knowledge of research informed approaches to inclusive teaching and learning                                                    | E                               | S, R                        |
| 21. | Experience of delivering specific intervention programmes                                                                                | D                               | A, S, R                     |
| 22. | Experience of teaching phonics                                                                                                           | D                               | A, S, R                     |
|     | <b>Leadership Skills</b>                                                                                                                 |                                 |                             |
| 23. | Able to motivate and inspire by setting and following high standards                                                                     | E                               | S, R                        |
| 24. | Able to initiate and manage change and improvement in pursuit of strategic objectives                                                    | E                               | S, R                        |
| 25. | Able to challenge and support colleagues in order to raise standards throughout the school                                               | E                               | S, R                        |
| 26. | Experience of successfully leading and managing staff to work both individually and in teams                                             | E                               | A, S, R                     |
| 27. | Evidence of supporting staff to provide effective teaching and learning                                                                  | D                               | A, S, R                     |
| 28. | An ability to collect and weigh evidence, make judgements and take decision in line with good educational practice                       | E                               | S, R                        |
| 29. | The ability to think creatively and imaginatively to solve problems and identify opportunities                                           | E                               | S, R                        |
| 30. | Ability to communicate effectively, both verbally and in writing, to a range of audiences and to take into account the views of others   | E                               | A, S, R                     |
| 31. | Effective negotiation and consultation skills                                                                                            | E                               | S, R                        |
| 32. | High level of personal effectiveness including ability to plan, prioritise and organise work effectively and meet deadlines              | E                               | A, S, R                     |
| 33. | Ability to support and help develop a vision for high-quality education which promotes inclusion                                         | E                               | S, R                        |
| 34. | Ability to engage with parents/carers and encourage them to take an active part in the life of the school and their children's education | E                               | S, R                        |

|     | <b>Criteria</b>                                                                                           | <b>Essential/<br/>Desirable</b> | <b>Stage<br/>Identified</b> |
|-----|-----------------------------------------------------------------------------------------------------------|---------------------------------|-----------------------------|
|     | <b>Personal Attributes</b>                                                                                |                                 |                             |
| 35. | Energy and enthusiasm for ensuring children succeed                                                       | E                               | S, R                        |
| 36. | Reliability and integrity                                                                                 | E                               | S, R                        |
| 37. | Good sense of perspective including balancing personal and professional life                              | E                               | S, R                        |
| 38. | Ability to work in ways that promote equality of opportunity, participation, diversity and responsibility | E                               | S, R                        |
| 39. | Ability to form and maintain appropriate relationships and personal boundaries with children              | E                               | S, R, D                     |
| 40. | Suitability to work with children                                                                         | E                               | S, R, D                     |
|     | <b>Special Requirements</b>                                                                               |                                 |                             |
| 41. | Ability to form and maintain appropriate relationships and personal boundaries with children              | E                               | D                           |
| 42. | Suitability to work with children/young people                                                            | E                               | D                           |
| 43. | Full, clean driving licence with access to own vehicle                                                    | E                               | A                           |
| 44. | The ability to communicate at ease and provide advice in accurate spoken English                          | E                               | S                           |

Employment references will be requested prior to the selection process and any issues arising from these will be discussed at interview. All appointments to satisfactory references.

Last Reviewed: October 2026