

Job Description: SENDCo and Inclusion Lead

Job Title:

SENDCo and Inclusion Lead

Responsible to:

Headteacher

Salary:

To be determined in line with experience

Working Pattern:

2 or 3 days per week

Purpose of the Role

The SENDCo and Inclusion Lead plays a central role in ensuring that all pupils—particularly those with Special Educational Needs and Disabilities (SEND), additional vulnerabilities, or barriers to learning—receive high-quality, inclusive provision. The postholder will champion inclusion across the school, ensuring that every child is supported to thrive academically, socially, and emotionally.

The SENDCo and Inclusion Lead will be a core member of the Senior Leadership Team (SLT) and will contribute to whole-school strategic development. The postholder will also hold, or be willing to train for, the role of Deputy Designated Safeguarding Lead (DDSL).

Key Responsibilities

1. Strategic Leadership

- Serve as a full member of the Senior Leadership Team, contributing to whole-school decision-making and strategic planning.
- Lead the strategic development of SEND and inclusion across the school.
- Ensure inclusive practice is embedded in all aspects of school life.
- Support the Headteacher in monitoring and evaluating the quality of provision for SEND and vulnerable pupils.
- Ensure compliance with the SEND Code of Practice and all statutory requirements.

2. Safeguarding Responsibilities

- Act as a Deputy Designated Safeguarding Lead (DDSL), or undertake training to fulfil this role.
- Work closely with the Designated Safeguarding Lead to support safeguarding processes, referrals, and multi-agency work.
- Promote a culture of vigilance, safety, and wellbeing across the school.

3. Identification and Assessment

- Oversee the identification of pupils with SEND and ensure early, accurate assessment of needs.
- Maintain the SEND register and ensure records are up to date and compliant.

- Coordinate and contribute to the writing, reviewing, and evaluating of **APDRs, one-page profiles and EHCPs**.
- Use data effectively to monitor progress and identify pupils requiring additional support.

4. Provision and Intervention

- Coordinate high-quality provision for pupils with SEND and those requiring additional support.
- Oversee intervention programmes and monitor their impact.
- Support teachers in adapting planning, teaching, and assessment to meet diverse needs.
- Ensure that reasonable adjustments are implemented consistently across the school.

5. Working with Staff

- Provide guidance, coaching, and professional development for teachers and support staff.
- Lead training on SEND, inclusion, behaviour, and safeguarding where appropriate.
- Support staff in understanding and implementing inclusive classroom strategies.

6. Working with Pupils and Families

- Build strong, supportive relationships with pupils and their families.
- Ensure parents are fully involved in the SEND process and understand the support available.
- Ensure pupil voice is central to planning and reviewing provision.

7. Liaison with External Agencies

- Act as the key point of contact for external professionals, including Educational Psychologists, Specialist Teachers, Speech and Language Therapists, CAMHS, and the Local Authority.
- Coordinate multi-agency meetings and ensure recommendations are implemented effectively.

8. Inclusion Leadership

- Lead on inclusion for all pupils, including those with SEND, EAL, medical needs, social/emotional needs, and disadvantaged pupils.
- Monitor attendance, behaviour, and wellbeing data for vulnerable groups and coordinate appropriate support.
- Promote equality, diversity, and a culture of belonging for all pupils.

Person Specification

Qualifications and Training

- Qualified Teacher Status (QTS).
- National Award for SEND Coordination (or willingness to complete).

- Training as a Deputy Designated Safeguarding Lead, or willingness to undertake this training.
- Evidence of ongoing professional development in SEND and inclusion.

Experience

- Successful teaching experience across primary phases.
- Experience of working with pupils with a range of SEND.
- Experience of leading or coordinating SEND provision (desirable).
- Experience of working with external agencies and families.
- **Experience writing school policies (e.g., SEND Policy, Pupil Premium Report) or a willingness to learn to write these.**

Knowledge and Skills

- Strong understanding of the SEND Code of Practice.
- Ability to analyse data and use it to inform provision.
- Excellent communication, interpersonal, and organisational skills.
- Ability to lead, motivate, and inspire staff.
- Commitment to inclusive education and removing barriers to learning.

Personal Qualities

- Empathy, patience, and a child-centred approach.
- High expectations for all pupils.
- Ability to work collaboratively and build positive relationships.
- Reflective, proactive, and solution-focused mindset.
- Commitment to safeguarding and promoting the welfare of children.