



Job Description

Strategic Inclusion Lead

OUR VISION

Our vision is to be a nurturing and inclusive school, proudly reflecting the diversity of our community, where every child is treated as an individual and no matter what their starting point will achieve their true potential within a safe and secure environment.

By the end of their journey, we want our children to be respectful, resilient role-models, having a self-belief in themselves and their abilities, ready to go from strength to strength.

Our Values

All Saints' has an ethos built around our core Christian values of Compassion, Koinonia (community)

and Love. Our key aims are linked to scripture (See full mission statement), culminating in our strap line of '*Growing Stronger Together in God's Love.*'

Compassion

Be kind and compassionate to one another, learning from our mistakes and forgiving others for theirs.

Koinonia (community)

Value and celebrate diversity, welcoming families from all faiths and backgrounds.

Love

The love within our school is one of family and friendship, enabling each child to grow and flourish.

Responsible for

- SEND provision
- Behaviour and nurture provision
- Attendance of vulnerable groups
- Teaching Assistants and pastoral staff
- Deputy Inclusion Lead (line management responsibility)

Main Purpose

The Strategic Inclusion Lead will provide strategic leadership of inclusion across the school, ensuring that all pupils, particularly those who are vulnerable, achieve well and thrive.

The postholder will:

- Work alongside Headteacher and Deputy Headteacher in supporting the leading, and coordinating, of the provision of:
 - SEND
 - Behaviour and nurture
 - Attendance of vulnerable groups
 - Early years SEND
- Work as part of a wider inclusion leadership team, alongside the Headteacher and Deputy Headteacher, to ensure a cohesive, strategic approach to inclusion
- Line manage and develop the Deputy Inclusion Lead, ensuring strong alignment between strategic priorities and operational delivery
- Promote a culture of high expectations, belonging and inclusive practice
- Ensure the school meets Ofsted expectations across:
 - Inclusion
 - Behaviour and attitudes
 - Personal development
 - Safeguarding
 - Early years provision

1. Strategic Leadership

- Be an active member of the Senior Leadership Team
- Work collaboratively with the Headteacher and Deputy Headteacher as part of the inclusion leadership team
- Contribute to:
 - School self-evaluation
 - School Improvement Planning
 - Strategic use of data
- Lead by example as a role model of:
 - High-quality teaching
 - Professional conduct
 - High expectations
- Line manage the Deputy Inclusion Lead, providing:

- Clear direction
 - Regular supervision
 - Professional development
- Delegate operational responsibilities effectively while maintaining strategic oversight and accountability
- Lead CPD and staff development linked to inclusion priorities

2. Strategic Leadership of Inclusion

- Work alongside Headteacher and Deputy Headteacher to contribute to the development and implementation of a whole-school inclusion strategy
- Ensure:
 - Early identification of need
 - Accurate assessment
 - A consistent graduated response (Assess–Plan–Do–Review)
- Embed a culture where:
 - Inclusive teaching is the first response
 - Barriers to learning are understood and reduced
- Work with the Deputy Inclusion Lead and wider team to ensure consistent implementation
- Liaise with the DHT on the data outcomes for vulnerable groups, including:
 - SEND
 - Disadvantaged pupils
 - Pupils known to social care
 - EAL
- Liaise with the DHT in driving continuous improvement based on data information

3. SEND Leadership

- Provide strategic leadership of SEND provision in line with the SEND Code of Practice
- To contribute to strategy around the response to changing needs of SEND within the school in an ongoing capacity
- Ensure:
 - High expectations for all pupils with SEND
 - Access to a broad and ambitious curriculum
 - Interventions complement, not replace, high-quality teaching
- Oversee:
 - EHCP processes and reviews
 - Provision mapping and intervention impact
- Work with external agencies and families
- Delegate appropriate operational responsibilities to the Deputy Inclusion Lead, while maintaining oversight
- Ensure strong transitions for SEND and vulnerable pupils
- Support staff to:
 - Adapt teaching effectively
 - Prioritise high-quality classroom practice

4. Behaviour and Nurture

- Support the development and implementation of a consistent, inclusive behaviour approach
- Support the ongoing development of the school's Behaviour Policy and its effectiveness across the school
- Direct the monitoring of consistency through:
 - Observations
 - Pupil and staff voice
- Support the development of the school's nurture provision, including:
 - ELSA
 - SEMH interventions
 - Mentoring programmes
- Support staff to:
 - Manage behaviour effectively
 - Use adaptive and relational approaches
- Work with the Deputy Inclusion Lead and all staff to ensure impact and consistency

5. Attendance and Vulnerable Pupils

- Support the whole-school attendance strategy, with a focus on vulnerable groups
- Support the analysis of attendance data in relation to SEND and vulnerable groups to identify patterns and barriers
- Work with:
 - Headteacher
 - Deputy Headteacher
 - School's Attendance Officer
 - Deputy Inclusion Lead
 - Families
 - External agencies
- Support the school's response to early intervention and targeted support
- Promote attendance as a key element of inclusion and safeguarding

6. EYFS SEND and Early Intervention

- Ensure early identification of need in EYFS
- Support the Hanover Strategic Lead in:
 - Accurate assessment
 - Early intervention strategies
- Support the Hanover Strategic Lead in promoting strong foundations in:
 - Language and communication

- Personal, social and emotional development
- Work with EYFS staff and the Deputy Inclusion Lead to ensure continuity and consistency

7. Teaching Assistant Deployment, Training and Development

- Lead the strategic deployment of Teaching Assistants, ensuring they:
 - Support high-quality teaching rather than replace it
 - Promote pupil independence and progress
- Design and deliver high-quality training for TAs, including:
 - SEND strategies
 - Adaptive teaching
 - Behaviour and nurture approaches
 - Communication and language support
- Ensure TAs:
 - Understand pupil needs and provision plans
 - Deliver consistent and effective support
- Monitor the impact of TA support through:
 - Observations
 - Pupil progress
 - Staff feedback
- Work with the Deputy Inclusion Lead to:
 - Develop TA expertise and specialisms
 - Ensure consistency across the school
- Provide ongoing coaching and feedback to improve practice

8. Safeguarding and Inclusion

- Promote a strong safeguarding culture across the school
- Work closely with the DSL to:
 - Identify vulnerable pupils
 - Monitor safeguarding risks
- Ensure staff understand the increased vulnerability of pupils with SEND
- Contribute to multi-agency work

9. Personal Development and Well-being

- Ensure all pupils:
 - Feel safe, valued and included
 - Access enrichment opportunities
- Support provision that promotes:
 - Mental health and well-being

- Emotional regulation
 - Positive relationships
- Foster a culture of belonging

10. Communication and Partnership

- Ensure clear communication across the inclusion leadership team:
 - Headteacher
 - Deputy Headteacher
 - Deputy Inclusion Lead
- Work in partnership with:
 - Parents and carers
 - External agencies
 - Governors
- Lead and contribute to meetings (e.g. TAC/TAF, reviews)
- Report regularly on inclusion impact

11. Collective Worship and Christian Leadership

- Lead and deliver meaningful and engaging collective worship, reflecting the Christian vision and values of All Saints'
- Support pupils' spiritual, moral, social and cultural development through worship and wider school life
- Model and promote the school's values in daily interactions, leadership and decision-making
- Work collaboratively with staff and the wider community to enrich worship and ensure it is inclusive and relevant
- Support colleagues in developing confidence and consistency in leading worship
- Promote the Christian ethos and values of All Saints'
- Support collective worship
- Foster a culture of respect, inclusion and community

12. Safeguarding Statement

The postholder will:

- Safeguard and promote the welfare of all children
- Follow statutory guidance and school procedures
- Maintain vigilance and act on concerns promptly