

Post Title: Director of Inclusion
Reporting To: CEO, Director of Standards
Responsibilities for: Inclusion leaders and SENDCOs in trust schools
Salary: Leadership 24-28
Commencement: From 1st January 2027, or earlier by negotiation

Core Purpose

To provide strategic leadership for inclusion across the trust ensuring that all children and young people, and particularly those who are vulnerable and/or disadvantaged, flourish and achieve in our schools.

Key areas of responsibility

1. To lead the CET's Inclusion strategy which will be the framework for schools. To lead and develop systems for evaluation of the quality and impact of the Inclusion strategy at trust level and policies in schools, so that our priorities are accurate and tight, and we do not mistake activity for impact.
2. To work alongside school leaders, at headteacher and inclusion leadership level, to ensure the trust added value, extends and complements the work of schools, where necessary challenging school practice with evidence, research recommendations and solutions, always understanding and respectful of the context of schools and their priorities.
3. To support our schools in their inspections, particularly on inclusion, and particularly the schools with the new Inclusion bases.
4. SEN: To lead strategically and operationally establish 3 Inclusion bases in The Blue Coat School, St Anne's CE Academy and Brian Clarke CE Academy (for which planning is well underway) working with schools, LAs, parents and other agencies and professionals central to SEN provision.
5. Inclusive culture and practice: There are many barriers to our pupils not learning, progressing or engaging with their school and education, and all apply in varying degrees across our estate, including barriers of language, learning, participation, independence, arising from gaps in knowledge, language development, attendance, confidence, previous experience of learning and SEN. The role of the Inclusion Director is to develop, lead and implement the trust-wide Inclusion strategy in line with our vision, values and strategic priorities working with school leaders to ensure inclusion is intrinsic to school culture and improvement, where the universal offer of the classroom is the foundation, raising standards of achievement, attendance, participation, wellbeing and outcomes and destinations for all our disadvantaged and vulnerable children and young people across all our schools.
6. To ensure training, mentoring and coaching for SENDCOs and new Inclusion leads in schools, working with and driving on best practice in schools and lead and coordinate strategy and systems to improve inclusive practice in the universal offer in all our schools.
7. To keep abreast of national developments and policy in the whole area of inclusion working with the Teaching School Hub and Cranmer Institute to ensure our offer is coherent and reflects national priorities and research.
8. To build positive professional relationships with partners, other agencies and professionals that support the inclusion of all our young people
9. To be a fully contributing, thinking and reliable member of the trusts strategic leadership which leads our collective culture, mission, values, standards, expectations and frameworks.

This job description is a summary of a very broad remit. Priorities may change from time to time.

This post is subject to an enhanced DBS disclosure check through the Disclosure & Barring Service.

Person Specification – Director of Inclusion	Essential/ Desirable	Application Interview
Qualifications and Experience		
Qualified Teacher Status	E	A/I
Recognised SEN qualification (e.g. NASEN, NPQSEN) or in the process	E	A/I
Excellent track record of successful and impactful leadership and improving the provision and outcomes for young people at as minimum Deputy Headteacher (secondary) or headteacher (primary) level	E	A/I
Experience of inner city schools and/or areas of high disadvantage	D	A/I
Experience of leading a Resource base with a school	D	A/I
Experience of working at senior level with a multi-academy trust to bring about trust-level improvement	D	A/I
Leadership		
The universal offer of the classroom is the foundation of all successful inclusion. Evidenced track-record of leading improvement in classroom practice at scale.	E	A/I
Experience of leadership of pastoral care and pupil wellbeing, particularly with reference to vulnerable and disadvantaged pupils	D	A/I
Evidence of successful leadership of staff training and development at scale which resulted in improved provision and outcomes for young people.	D	A/I
Experience of working effectively with other professionals and multiagency involvement	D	A/I
Personal skills		
Intellectually curious: thinks, researches, finds out, networks well, looks for the evidence, evaluates	E	A/I
Understands systems and how to develop strategically and at scale	E	A/I
Completes: sweats the detail without losing the big picture. Thinks and articulates process from rationale to outcome so people know what is expected, where they are accountable, and for what. If the detail isn't there, colleagues lose confidence / disappear in many directions.	E	A/I
Communicates unconditional positive regard: builds high trust, high expectation and high accountability such that colleagues want to be part of this, collaborative, work and want to make it a success, including professionals and agencies with whom we work, and parents.	E	A/I
Vision, imagination and creativity	E	A/I

Personal Qualities		
Absolute commitment to inclusion education	E	A/I
Likes working with young people and families	E	A/I
Compassion	E	A/I
Adaptable – learns from experience	E	A/I
Stamina	E	A/I
Reliability	E	A/I
Integrity	E	A/I
Potential for further career development and advancement	E	A/I
Displays commitment to the protection and safeguarding of children and young people	E	A/I
This role requires regular travel. You must have your own vehicle and a clean driving license. The organisation provides a standard mileage allowance to cover all business-related driving.	E	A

How Identified Key: A = Application, I = Interview, T = Interview Task

N.B. Any candidate with a disability who meets the essential criteria will be guaranteed an interview