

Inclusion & Compliance Lead (Trust-wide)

Job Description

Fixed Term contract: 0.6 term time only, for one year

Purpose of the Role

To provide strategic and operational oversight of inclusion and statutory compliance across the Trust, ensuring high-quality safeguarding practice, robust attendance and behaviour systems, and compliance across early years (2+) and beyond.

Key Responsibilities

- Supporting the Director of Education to ensure that all statutory compliance is correct for each ODBST school.
- Safeguarding quality assurance including audits, SCR checks and DSL support.
- Weekly oversight of Trust attendance data, including for vulnerable groups; providing support and challenge to schools where there are concerns.
- Leading on behaviour training oversight, managing the deployment of Step On trainers and Quality Assuring practice.
- Weekly oversight of suspensions, ensuring that procedures are followed correctly and, in liaison with the SEND Lead, that follow up work is undertaken with the school to reduce repeat suspensions.
- Working with the Director of Education and SEND Lead to ensure compliance in the event of a potential permanent exclusion.
- Quality assurance of Early Years compliance (age 2+), including EYFS statutory requirements.
- Ensuring that Alternative Provision checks are undertaken before a pupil starts and that the checks are maintained.
- Monitoring safeguarding and compliance training records across the Trust.
- Supporting Family Liaison Officers on a termly basis and strengthening multi-agency working.

- Quality assurance of school trips, visits and residentials including risk assessments through the Evolve platform.
- Collating data around safeguarding incidents. Identification of trends and patterns and supporting strategies for incident management across the Trust.
- Undertaking monitoring of Trust wide filtering and monitoring reports and alerting the Director of Education to concerns, trends and notable patterns.
- Producing termly reports for the Director of Education around all areas of compliance.
- Responding to any other additional requests in response to policy changes as introduced from future KCSiE publications.

Person Specification

Criteria	Essential	Desirable
Qualifications	Educated to degree level or equivalent professional experience. Relevant safeguarding, attendance, behaviour or inclusion training.	DSL qualification and/or relevant safeguarding accreditation. NPQ, leadership qualification or safeguarding-related postgraduate study.
Safeguarding & Child Protection	Significant experience as a DSL or Deputy DSL. Thorough knowledge of KCSiE and safeguarding guidance. Ability to identify and manage safeguarding risks.	Experience overseeing safeguarding across multiple schools. Experience supporting inspections.
Compliance & Governance	Experience ensuring statutory compliance. Experience undertaking audits and QA reviews. Strong understanding of SCR requirements.	Trust-wide compliance monitoring experience. Safer Recruitment training.
Attendance, Behaviour & Inclusion	Strong knowledge of attendance and behaviour guidance. Experience analysing data and improving outcomes.	Experience leading attendance strategies and AP oversight.
SEND & Vulnerable Pupils	Understanding needs of vulnerable pupils and SEND. Collaborative approach to improving outcomes.	Knowledge of SEND Code of Practice.

Early Years	Sound knowledge of EYFS statutory requirements and safeguarding expectations.	Experience of compliance monitoring in Early Years (2+).
Partnership Working	Experience of effective multi-agency working. Ability to support pastoral and safeguarding staff.	
Communication & Leadership	Excellent communication and report-writing skills. Ability to influence and challenge leaders professionally.	
Data & Systems	Experience analysing data and producing reports.	Experience with Evolve, CPOMS or similar systems.
Personal Attributes	Integrity, resilience and discretion. Highly organised. Commitment to safeguarding, inclusion and equality. Flexibility to travel across Trust schools.	