



# PRINCE ALBERT COMMUNITY TRUST

PRIMARY RECRUITMENT PACK

**LEAD PRACTITIONER FOR  
INCLUSION**



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# WELCOME FROM OUR CEO

Thank you for taking the time to consider a Lead Practitioner for Inclusion at the PA Community Trust. As the CEO, I am reaching out to extend a warm welcome to you and share some of the reasons why working at PACT would be your best idea, ever!

I am blessed to be surrounded by some of the best but also nicest teachers and support staff the education system has to offer. Leaders are good at listening to their staff and the Trust retention figures are above national. Here are a few reasons why you should consider becoming a part of our team:



- 1. Supportive Community:** Joining the PACT means becoming a part of a supportive and collaborative community. We understand that teaching can sometimes be challenging, and that's why we emphasise a culture of teamwork and mentorship. You will have access to resources, professional development opportunities, and a network of experienced educators and leaders who are passionate about making a difference. Our health care package ensures should you ever need medical support it is a phone call away. Leaders work hard to address workload and aim to ensure that staffs work/life balance is in a good place.
- 2. Purpose-Driven Education:** At the heart of our vision is a commitment to delivering a purpose-driven education that goes beyond textbooks and exams. We believe in nurturing well-rounded individuals who are not just academically successful but also equipped with the skills and values necessary for success in the real world.
- 3. Professional Growth Opportunities:** We are invested in your professional growth and development. As a member of our team, you will have access to ongoing training, workshops, and opportunities for career advancement. We believe in nurturing the potential of our educators, ensuring they have the tools and knowledge to excel in their roles.
- 4. Student-Centric Focus:** Our students are at the centre of everything we do. We believe in creating an inclusive and diverse learning environment where every student feels valued and supported. As a teacher, you will play a crucial role in shaping the educational experiences that will have a lasting impact on the lives of our students.
- 5. Innovation in Education:** As an organisation, we are committed to staying at the forefront of educational innovation. Our approach to teaching embraces modern methodologies, technology integration, and creative solutions to engage students in meaningful ways but not to the detriment of what we know already works well for our students. As a teacher at PACT, you'll have the opportunity to contribute to and shape practice.

Joining PACT is more than a job; it's a chance to be part of a community that is committed to making a positive impact on education and social justice. If you are ready to embark on a fulfilling journey, I invite you to explore the opportunities that await you here. Talk to our staff as they will share the real view of what it means to be a teacher at PACT.

Thank you for considering us as your next potential professional career step. We look forward to the possibility of welcoming you to our community and working together to inspire and educate the next generation.

Phillipa Sherlock-Lewis

# OUR PHILOSOPHY

We want our school leavers to have a strong sense of purpose and for them to understand that they can benefit from society but more importantly can be a benefit to society. We want our students to be hard working, ambitious and resilient. They will understand their rights and responsibilities as British citizens and their roles in improving their neighbourhoods and communities. They will have every opportunity to develop their emotional intelligence and decision making skills. They will develop an understanding of local, national and international issues and will have an awareness and understanding of their position as global citizens.

We have a fundamental and strongly held belief that our students have the potential to achieve the highest academic standards and to compete with high achieving students locally, nationally and internationally. We want to prepare our students for the very best opportunities the world has to offer. To make this possible we nurture excellent partnerships with leading universities and businesses. The success of our schools is built on the relationships we have with our families which is based on mutual trust and an understanding that we only want the very best for our students.

*'Our students have the potential to achieve the highest academic standards'*



# OUR VISION, AMBITION AND VALUES

## Vision

Enable every individual to succeed at school and in life

## Ambition



Exceptional pupil welfare



Exceptional people



Exceptional education



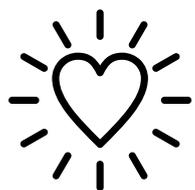
Exceptional infrastructure



Sustainability

## Values

In all that we do we demonstrate:



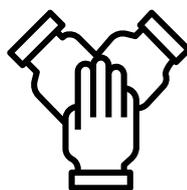
### PASSION

Inspiring a love of learning and being determined to make a difference.



### ASPIRATION

Wanting the very best for our pupils, our families, our communities and our staff.



### COLLABORATION

Working positively with each other, with parents and carers, other stakeholders and partners to achieve our goals.



### TRUST

Acting with integrity, being reliable and caring to create a safe and respectful environment for all to learn and work in.

# SAFEGUARDING POLICY

## CHILD SAFEGUARDING POLICY

At Prince Albert Community Trust we are committed to Safeguarding and Promoting the Welfare of all its students. Each students' welfare is of paramount importance. We recognise that some children may be especially vulnerable to abuse e.g. those with Special Educational Needs, those living in adverse circumstances.

We recognise that children who are abused or neglected may find it difficult to develop a sense of self-worth and to view the world in a positive way. Whilst at PACT, their behaviour may be challenging, we will always take a considered and sensitive approach in order that we can support all our students.

**The Trust's Child Safeguarding Policy applies to all adults, including volunteers, working in or on behalf of the Trust.**

Everyone in the education service shares an objective to help keep children and young people safe by contributing to:

- Providing a safe environment for children and young people to learn in education settings; and
- Identifying children and young people who are suffering or likely to suffer significant harm, and taking appropriate action with the aim of making sure they are kept safe both at home and in the education setting'

## KEEPING CHILDREN SAFE IN EDUCATION 2025

The Trust pays full regard to 'Keeping Children Safe in Education' guidance 2025. We ensure that all appropriate measures are applied in relation to everyone who works for the Trust who is likely to be perceived by the children as a safe and trustworthy adult including e.g. volunteers and staff employed by contractors. Safer recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous employment history, social media, and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and an Enhanced DBS check.

**Please visit each school's website by clicking on the images below for their full policy.**



# ROLE INFORMATION

**Post:** Lead Practitioner for Inclusion

**Salary:** L4-L8

**Responsible to:**

## JOB DESCRIPTION: LEAD PRACTITIONER FOR INCLUSION

### JOB DESCRIPTION:

Prince Albert Community Trust is committed to safeguarding and promoting the welfare of children and young people and requires all staff to share this commitment. This post is subject to safer recruitment measures, including a DBS check.

### PURPOSE OF THE POST:

- Provide strategic leadership for Inclusion, SEND, and EAL across the school as a member of the Senior Leadership Team.
- Act as the named SENDCO, ensuring compliance with the SEND Code of Practice and the Children and Families Act.
- Lead the school's resource base provision.
- Lead the school's approach to supporting pupils with medical needs.
- Act as a Designated Safeguarding Lead (DSL) contributing to the effective operation of the Safeguarding Team.
- Drive high-quality, evidence-informed practice that ensures the best outcomes for all vulnerable learners.

### DUTIES AND RESPONSIBILITIES

#### Strategic Direction and Development

- Provide strategic leadership for Inclusion and SEND as part of the Senior Leadership Team, working closely with Trust-wide Inclusion and SEND leaders to implement policies and develop robust systems, expectations, and inclusive teaching approaches across the school, including for pupils with EAL and medical needs.
- Lead, evaluate, and continuously develop the strategic direction of Inclusion and SEND, ensuring alignment with Trust priorities and statutory requirements.
- Analyse national, local and school-level data to monitor outcomes, identify emerging trends, and inform school improvement planning.
- Apply research informed practice to strengthen inclusive pedagogy and enhance the quality and impact of SEND provision.
- Build effective partnerships with external agencies and specialist professionals to secure high quality, cohesive support for pupils.
- Model exemplary practice in Inclusion and SEND, drawing on local and national guidance to drive strategic improvement and ensuring agreed strategies are implemented consistently and effectively.
- Develop and sustain strong relationships with parents and carers, promoting meaningful co-production and ensuring they are actively involved in decisions regarding their child's progress, attainment and provision, including SEN Support Plans and EHCP processes.

#### Teaching and Learning

- Model exemplary adaptive, flexible and innovative teaching practice, including through team teaching, coaching and demonstration lessons, to ensure learning is consistently well matched to the needs of pupils with SEND.
- Teach up to 50% of a timetable within the SEND specialism, aligned to the strategic needs of the school and the requirements of the role.
- Provide expert guidance to colleagues on effective curriculum planning, sequencing and delivery to ensure high-quality inclusive teaching across the school.
- Lead the development and continuous improvement of formative assessment practices for pupils with SEND, ensuring assessment approaches are purposeful, responsive and clearly inform next steps in learning.

#### Leading, Motivating and Developing

- Provide effective leadership and line management of the Inclusion Team, ensuring high standards of practice and supporting their ongoing professional development.
- Contribute to the professional learning and development of colleagues across the school in relation to Inclusion and SEND, using a wide range of coaching, mentoring and training approaches tailored to staff needs.
- Offer expert guidance, support and challenge to colleagues to ensure they are confidently implementing effective strategies that meet diverse learner needs.
- Work collaboratively with staff to secure the best possible outcomes for pupils with SEND or EAL through clear communication, personalised training, and targeted in class support.

## JOB DESCRIPTION: LEAD PRACTITIONER FOR INCLUSION

### Leadership of provision for pupils with complex Special Educational Needs

- Provide strategic leadership and operational oversight for the provision for pupils with complex SEND that is over and above what is ordinarily available, ensuring high-quality, inclusive provision that aligns with Trust and school priorities.
- Lead and line-manage the team delivering the provision for pupils with complex SEND, working collaboratively with the appropriate Teacher(s) to maintain consistently high standards of practice.
- Oversee all induction processes, ensuring smooth transitions for new pupils and staff and effective information-sharing.
- Lead and quality-assure the EHC needs assessment process and annual review process for all pupils with complex SEND, ensuring compliance with statutory requirements and high-quality co-production with families and professionals.
- Ensure curriculum pathways, interventions, and support are carefully aligned to pupils' EHCP outcomes and enable sustained progress.
- Work collaboratively with school leaders and teaching teams to design and monitor meaningful opportunities for integration across the wider school.
- Monitor the quality, fidelity and impact of provision, using data and evidence to inform ongoing development and providing regular reports to senior leaders.
- Build and sustain strong, respectful partnerships with families, external agencies, and local authority teams to ensure cohesive support for pupils.

### Other Duties and Responsibilities

- The post holder will be expected to undertake any other duties that are reasonable, commensurate with the role, and in line with the professional responsibilities of the post.
- The post holder will be expected to contribute to the protection of children and vulnerable adults, as appropriate, in accordance with any agreed policies and/or guidelines, reporting any issues or concerns to their immediate line manager.

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### Health and Safety

The jobholder is required to exercise their duty of care by taking responsibility for their own health and safety, and the health and safety of other people who may be affected by their acts or omissions (failure to act). Full guidance regarding health and safety is set out in Prince Albert Community Trust's Health and Safety Policy, and in any risk assessments relevant to the jobholder's role or circumstances. Both can be accessed via the Shared Staff Hub.

### Equality and Diversity

Prince Albert Community Trust is committed to equality and values diversity. As such, it is committed to fulfilling its Equality Duty obligations and expects all staff and volunteers to share this commitment. This Duty requires the Trust to have due regard to the need to eliminate unlawful discrimination, harassment and victimisation, advance equality of opportunity and foster good relations between people who share characteristics, such as age gender, race and faith, and people who do not share them. Staff and volunteers are required to treat all people they encounter with dignity and respect and are entitled to expect this in return.

### Training and Development

The Academy has a shared responsibility with the jobholder for identifying and satisfying training and development needs. The jobholder is expected to actively contribute to their own continuous professional development and to attend and participate in any training or development activities required to assist them in undertaking their role and meeting their safeguarding and general obligations.

### Mobility

The jobholder may be required to transfer to any job appropriate to their grade at such a place as in the service of the Trust they may be required, in accordance with legitimate operational requirements and/or facilitating the avoidance of staffing reductions. This job description may be subject to review and / or amendment at any time to reflect the requirements of the job. Any amendments will be made in consultation with any existing jobholder and will be commensurate with the grade for the job. The jobholder is expected to comply with any reasonable management requests.

## PERSON SPECIFICATION: LEAD PRACTITIONER FOR INCLUSION

CRITERIA	ESSENTIAL	DESIRABLE
<b>QUALIFICATIONS &amp; TRAINING</b>	<ul style="list-style-type: none"> <li>• Qualified Teacher Status</li> <li>• Degree or equivalent</li> <li>• Either already have or be willing to undertake the accredited SENCO qualification</li> <li>• Have evidence of continuous participation in in-service development and a commitment to further professional development.</li> </ul>	<ul style="list-style-type: none"> <li>• Relevant training in current practice within Special Educational Needs and Inclusion.</li> </ul>
<b>EXPERIENCE</b>	<ul style="list-style-type: none"> <li>• Experience of teaching in the primary or secondary phase.</li> <li>• Experience of working successfully and co-operating as a member of a team</li> <li>• Experience of leading teaching and learning initiatives outside of their own classroom.</li> <li>• Experience of identifying and developing high quality, inclusive SEND provision.</li> <li>• Experience of working with parents to ensure the best possible outcomes for children.</li> <li>• Experience of setting targets and monitoring, evaluating and recording progress</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of working within the area of Inclusion/SEND</li> <li>• Experience of coaching and mentoring colleagues.</li> <li>• Experience of giving feedback to colleagues.</li> <li>• Experience of working within more than one key stage.</li> <li>• Experience of working with specialist external agencies</li> <li>• Experience of leading training of other teachers</li> </ul>
<b>SKILLS</b>	<ul style="list-style-type: none"> <li>• Demonstrate passion for developing highly inclusive provision for children with SEND and other individual needs.</li> <li>• Ability to support staff you work closely with to understanding the needs of the SEND pupils in your class and how to meet those needs.</li> <li>• Present and communicate effectively to a variety of audiences</li> <li>• Demonstrate excellent teaching and learning skills and be able to create a positive, challenging and effective learning environment</li> </ul>	<ul style="list-style-type: none"> <li>• Support staff in understanding the needs of the SEND pupils and to help to identify and disseminate the most effective teaching methods for those pupils.</li> <li>• Confidently use information technology Advise and motivate teaching staff with SEN initiatives.</li> <li>• Influence and negotiate with others.</li> </ul>

## PERSON SPECIFICATION: LEAD PRACTITIONER FOR INCLUSION

CRITERIA	ESSENTIAL	DESIRABLE
<b>KNOWLEDGE AND UNDERSTANDING</b>	<ul style="list-style-type: none"> <li>• Knowledge of the SEN Code of Practice.</li> <li>• Knowledge of the safeguarding requirements in a school.</li> <li>• Knowledge of effective teaching and behaviour management strategies to support individual needs.</li> <li>• Knowledge and understanding of setting targets and monitoring progress.</li> </ul>	<ul style="list-style-type: none"> <li>• Awareness of the requirements of the DfE guidance on supporting children with medical conditions in school.</li> <li>• Awareness of the requirements for schools under the Equalities Act 2010. Knowledge and understanding of using comparative information about attainment.</li> <li>• Knowledge and understanding of The Graduated Approach within the SEN Code of Practice.</li> </ul>
<b>PROFESSIONAL VALUES</b>	<ul style="list-style-type: none"> <li>• To establish and maintain excellent professional relationships with pupils, parents and colleagues</li> <li>• To set high expectations of all pupils and be committed to raising educational achievement</li> <li>• To adopt a flexible approach to working</li> <li>• To maintain confidentiality</li> </ul>	
<b>PERSONAL ATTRIBUTES</b>	<ul style="list-style-type: none"> <li>• To have good personal presence and a sense of humour.</li> <li>• To be approachable, accessible and flexible.</li> <li>• To be able to use own initiative.</li> <li>• To demonstrate flexibility appropriate to circumstances.</li> <li>• To be passionate about ensuring excellence for all.</li> <li>• To communicate enthusiasm and energy.</li> <li>• Excellent interpersonal and communication skills.</li> </ul>	

# EXPLANATORY NOTES

Applications will only be accepted from candidates completing the **Trust's Application Form**. Please complete ALL sections of the Application Form which are relevant to you as clearly and fully as possible. CVs will **not** be accepted in place of a completed Application Form.



## SAFEGUARDING CHILDREN AND YOUNG PEOPLE

We are committed to safeguarding and promoting the welfare of children and young people. We expect all staff and volunteers to share this commitment and to undergo appropriate checks, including an enhanced DBS check.

- Candidates should be aware that all posts in Prince Albert Community Trust involve some degree of responsibility for safeguarding children and young people, although the extent of that responsibility will vary depending on the nature of the post. Please see the job description enclosed in this Application Pack for further details.
- Accordingly, this post is exempt from the Rehabilitation of Offenders Act 1974 and therefore all convictions, cautions and bind-overs, including those regarded as "spent" must be declared.
- If you are currently working with children, on either a paid or voluntary basis, your current employer will be asked about disciplinary offence, including those related to children or young people (whether disciplinary sanction is current or time-expired), and whether you have been the subject of any child protection allegations or concerns and if so the outcome of any investigation or disciplinary proceedings. If you are not currently working with children, but have done in the past, that previous employer will be asked about these issues.
- Where neither your current or previous employment has involved working with children, your current employer will be asked about your suitability to work with children, although it may be answered not applicable where it is appropriate; if your duties have not brought you into contact with children or young people for instance.



## INTERVIEW PROCESS

After the closing date, short listing will be conducted by a Panel. You will be selected for interview entirely on the contents of your application form, so please read the Job Description and Person Specification carefully before you complete your form.

**All candidates invited to interview must bring the following documents:**



1. Documentary evidence of **right to work** in the UK



2. Documentary evidence of **identity** that will satisfy DBS requirements



3. Documentary proof of current **name** and **address**



4. Where appropriate any documentation evidencing **change of name**



5. Documents confirming any educational or professional **qualifications** that are necessary or relevant for the post

Please note that originals of the above are necessary, photocopies or certified copies are not sufficient. We will seek references on shortlisted candidates for Trust based positions and may approach previous employers for information to verify experience or qualifications before interview. Any relevant issues arising from references will be taken up at interview.

## **CONDITIONAL OFFER: PRE-EMPLOYMENT CHECKS**

**Any offer to a successful candidate will be conditional upon:**

- Verification of right to work in the UK
- Receipt of at least two satisfactory references (if these have not already been received)
- Verification of identity checks and qualifications
- Satisfactory Enhanced DBS Check
- Verification of professional status such as QTS Status, NPQH (where required)
- Satisfactory completion of a Health Assessment
- Satisfactory online checks
- Satisfactory completion of the probationary period (where relevant)
- Where the successful candidate has worked, or been resident overseas in the previous five years, such checks and confirmations as may be required in accordance with statutory guidance

## **HOW CAN I APPLY?**

To apply for this role, please complete an online application form via the Trust's [Careers](#) page.

**Adverts Open**  
23 March 2026



**Shortlisting**  
TBC



**Deadline for Applications**  
17 April 2026 - Midday



**Interviews**  
W/C 27 April 2026

All candidates are required to complete an application via MyNewTerm. All applications will receive an email confirmation of receipt of application via MyNewTerm. The candidates selected for interview will be informed after shortlisting via MyNewTerm and full details of the interview programme will be provided. Candidates not successfully shortlisted will be updated via MyNewTerm.

Please note that PACT does not provide feedback to applicants who have not been shortlisted for a post.

The information supplied in your application, as well as any supporting documents provided at the interview stage, will be used as part of the PACT recruitment and selection process. All information is stored securely, and all data submitted by unsuccessful candidates will be destroyed responsibly after 6 months from the date of interview.

**WE RESERVE THE RIGHT TO WITHDRAW FROM THIS RECRUITMENT PROCESS AT ANY GIVEN POINT.**

## SPECIAL CONDITIONS OF EMPLOYMENT

### Rehabilitation of Offenders Act 1974



This job is exempt from the provisions of the Rehabilitation of Offenders Act 1974. Appointment to this job is subject to an enhanced DBS disclosure being obtained, and any relevant convictions cautions, and reprimands being considered. Any arrests, convictions caution or reprimands of relevance, obtained by the jobholder after enhanced DBS clearance has been acquired, must be disclosed to the Headteacher by the jobholder. Failure by the jobholder to do so, or the obtaining by the jobholder of a relevant conviction caution or reprimand, may be managed in accordance with Prince Albert Community Trust's Disciplinary Procedure.

### Health And Safety



The jobholder is required to exercise their duty of care by taking responsibility for their own health and safety, and the health and safety of other people who may be affected by their acts or omissions (failure to act). Full guidance regarding health and safety is set out in Prince Albert Community Trust's Health and Safety Policy, and in any risk assessments relevant to the jobholder's role or circumstances. Both can be accessed via the jobholder's line manager and must be observed.

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# CONTACT US

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Prince Albert Community Trust



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