



JOB DESCRIPTION

- JOB TITLE:** Trust SEND Specialist
- GRADE:** Leadership 1 - 5
- RESPONSIBLE TO:** Head of Safeguarding & Inclusion
- JOB PURPOSE:** The Trust SEND Specialist with the direction of the Trust Head of Safeguarding & Inclusion will:
- Strengthen inclusive practice across all Yorkshire Learning Trust schools by providing expert guidance, targeted support, and high-quality training that improves outcomes for pupils with SEND.
 - Raise achievement for learners with SEND across the Trust by delivering specialist assessment, modelling effective strategies, and building staff capacity to provide ambitious, high-quality provision.
 - Support schools to improve the attendance, behaviour and wellbeing, alongside the learning outcomes of pupils with SEND
 - Work with school leaders, SENCOs, and staff to ensure consistently strong SEND provision, offering specialist expertise and practical support that enables every learner to thrive.
 - Support the Head of Safeguarding & Inclusion in the strategic development of special educational needs (SEN) policy, ensuring effective implementation of the SEN Code of Practice.
 - Develop and provide training for key groups in the Trust.
 - Provide support and guidance to our SENCOs.
 - Provide additional capacity to our schools and their SENCOs as required.
 - Provide cover for the leadership of our Targeted Mainstream Provisions, as required.

ACCOUNTABILITIES / MAIN RESPONSIBILITIES	
Duties and Responsibilities	<p>Teaching and Learning</p> <ul style="list-style-type: none"> ● Champion high-quality, inclusive teaching as the first response to SEND across all Trust schools. ● Promote and embed adaptive teaching strategies that enable pupils with SEND to access the full curriculum. ● Support schools to understand a wide range of needs (C&I, C&L, SEMH, sensory/physical) and how these present in the classroom. ● Ensure schools have clear, practical guidance on how to meet individual needs through pupil passports, provision maps, and EHCP outcomes.

	<ul style="list-style-type: none"> • Support schools to implement evidence-based interventions that complement, not replace, high-quality teaching. • Support schools in developing school based provision for pupils with additional needs. • Promote the use of assistive technology and digital tools to support learning and independence. • Oversee robust and consistent identification of SEND, ensuring early and accurate assessment. • Ensure the graduated approach (assess–plan–do–review) is embedded in classroom practice and monitored for impact. • Provide guidance on interpreting assessment data to inform teaching and intervention planning. • Design and deliver Trust-wide CPD focused on inclusive teaching, adaptive practice, and understanding specific needs. • Provide coaching and modelling for teams to strengthen classroom practice. • Facilitate professional learning communities or SEND networks to share best practice across schools. • Monitor the quality of teaching and learning for pupils with SEND through learning walks, book looks, and pupil voice. • Analyse Trust-wide SEND outcomes to identify strengths, gaps, and priorities for improvement. • Support schools to evaluate the impact of interventions and adjust provision accordingly. • Ensure that teaching and learning for pupils with SEND is a standing item in school improvement planning. <p>Leadership and Management</p> <ul style="list-style-type: none"> • Build leadership capacity by mentoring new or aspiring SENCOs. • Develop SENCO and school staff expertise to embed self-sustaining good practice • Facilitate a Trust-wide SENCO network to share expertise and develop consistent systems. • Provide challenge and support to ensure high-quality provision and compliance. • Support schools to plan and allocate SEND funding effectively, including notional SEND budgets and High Needs funding. • Ensure resources, interventions, and specialist provision are evidence-based and deliver measurable impact. • Ensure robust systems for identification, assessment, provision mapping, and progress tracking. • Monitor compliance with statutory processes, including EHCP timelines and annual reviews. • Lead SEND reviews across schools, providing clear feedback and action plans. Identify Trust-wide trends and priorities, feeding these into improvement planning and CPD design.
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	<ul style="list-style-type: none"> • Support schools to prepare for Ofsted and respond to external scrutiny or audits.
Systems & information	<ul style="list-style-type: none"> • Be aware that different types of information exist (for example, confidential information, personal data and sensitive personal data), and appreciate the implications of those differences. • Share information appropriately – in writing, by telephone, electronically and in person. • Have an awareness and basic knowledge of the most recent legislation and the common law duty of confidentiality. • Ensure that information systems are in place to ensure that accurate electronic and manual records are maintained and updated as required.
Safeguarding and Promoting the Welfare of Children/Young People	<ul style="list-style-type: none"> • Be responsible for promoting and safeguarding the welfare of pupils in line with policy and legislation, raising concerns as appropriate following policies and the staff code of conduct. • YLT is committed to safeguarding and promoting the welfare of our pupils and young people. We have a robust Child Protection Policy and all staff will receive training relevant to their role at induction and throughout employment at the School. We expect all staff and volunteers to share this commitment. This post is subject to a satisfactory enhanced Disclosure and Barring Service criminal records check for work with children.
Health & Safety	<ul style="list-style-type: none"> • Be aware of and implement your health and safety responsibilities as an employee and where appropriate any additional specialist or managerial health and safety responsibilities as defined in the Health and Safety policy and procedure. • To work with colleagues and others to maintain health, safety and welfare within the working environment.
Data Protection	<ul style="list-style-type: none"> • Know about data protection issues in the context of your role. • To comply with YLT's policies and supporting documentation in relation to Information Governance this includes Data Protection, Information Security and Confidentiality
Equalities	<ul style="list-style-type: none"> • Within own area of responsibility work in accordance with the aims of the Equality policy, treating people with respect for their diversity, culture and values • YLT is committed to equality and to making fair and equitable treatment an integral part of everything we do. The Trust is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. The post is subject to a successful DBS check and pre-employment checks will be undertaken before an appointment is confirmed.
Customer Service	<ul style="list-style-type: none"> • YLT requires a commitment to equity of access and outcomes, this will include due regard to equality, diversity,

	<p>dignity, respect and human rights and working with others to keep vulnerable people safe from abuse and mistreatment</p> <ul style="list-style-type: none"> ● YLT requires that staff offer the best level of service to their stakeholders and behave in a way that gives them confidence. Stakeholders will be treated as individuals, with respect for their diversity, culture and values
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This job description is not your contract of employment, or any part of it. It has been prepared only for the purpose of school organisation and may change either as your contract changes or as the organisation of the school is changed. Whilst this job outline provides a summary of the post, it is not a comprehensive list or description and the job will evolve to meet changing circumstances. Such changes would be commensurate with the grading and conditions of service of the post and would be subject to discussion and consultation. All staff are required to comply with the school's policies, procedures and ethos.

Elements of the Job Description may be re-negotiated at the request of either party and with the agreement of both. The post holder may, in addition, be asked to carry out other reasonable duties within the Trust, (which could involve working at other schools), as may be required for the benefit of the school and the students' education and well-being.

In relation to Data Protection, Information Security and Confidentiality, all staff are required to comply with the school's policies and supporting documentation in respect of these issues.

PERSON SPECIFICATION FOR

Trust SEND Specialist

Essential upon appointment	Desirable on appointment
Knowledge & Professional Development	
<ul style="list-style-type: none"> ● Knowledge of current educational practice and issues ● Evidence of continuing professional development ● Knowledge of the provisions of national strategies, i.e. Literacy, Numeracy and ICT ● Effective use of ICT to support learning ● Any statutory curriculum requirements and the requirements for assessment, recording and reporting of pupils' attainment and progress. ● Full working knowledge of relevant policies/codes of practice/legislation – with a key understanding of the SEN Code of Practice and the White Paper ● Knowledge of varying additional needs ● Committed to a child-centred philosophy that values a broad and balanced curriculum ● Experience of inter-agency work ● Knowledge of best practice for children and families with differing needs including children with a disability ● Understanding of Health and Safety regulations and guidance, and of risk assessment <p>Skills</p>	<ul style="list-style-type: none"> ● Take responsibility for their own professional development ● Knowledge of all phases of primary education and specialist settings ● Understanding of the implications of the Code of Practice for Special Educational Needs for teaching and learning ● Experience of working in a specialist setting ● Knowledge and understanding of performance management frameworks ● Knowledge of SEND casework and statutory processes and funding
<ul style="list-style-type: none"> ● High level of written, oral and communication skills ● Ability to communicate effectively orally and in writing to a range of audiences ● High level of organisational and planning skills ● Work effectively as part of a team, relating well to colleagues, pupils and parents ● Ability to demonstrate a commitment to equality of opportunity for all pupils ● Ability to investigate, solve problems and make decisions ● Management of people and resources ● Able to use own initiative and motivate others ● Ability to demonstrate high level ICT skills in personal and educational situations ● Ability to relate to and empathise with pupils and to develop trusting and respectful relationships with them ● Respect for confidentiality of information concerning individual pupils and ability to use discretion in circumstances of disclosure 	<ul style="list-style-type: none"> ● Ability to teach across primary age range ● Commitment to an involvement in extracurricular activities. ● Evidence of sharing in and contributing to the corporate life of the school. ● Commitment to partnership with the community

<ul style="list-style-type: none"> ● Ability to offer expertise in a specific subject or areas of need ● Ability to establish successful provision for SEND children throughout the Trust ● The ability of lead on improving SEND provision across the Trust, supporting school leaders and leading change in this area ● The skills to lead regular SEND review meetings with parents which celebrates progress and children’s achievements as well as setting appropriate next steps for their development ● Good organisational and time management skills ● Commitment to professionally develop and to lead in-house professional development to further develop SEND practice across schools ● Commitment to safeguarding children ● Ability to write high quality funding applications and statutory pupil assessment applications 	
Leadership	
<ul style="list-style-type: none"> ● As a leading professional across schools show an ability to advise and support other staff ● Establish clear expectations and constructive working relationships through team working and mutual support; devolving responsibilities and delegating tasks where appropriate ● Plan, allocate, support and evaluate work undertaken by other staff in the school ● High expectations of themselves and others 	<ul style="list-style-type: none"> ● Lead professional development through example and support ● Successful leadership and management within a school or other educational setting ● Desire to customise the curriculum to overcome barriers to learning for pupils ● Experience in leading staff INSET
Qualifications	
<ul style="list-style-type: none"> ● Degree-level qualification and QTS 	<ul style="list-style-type: none"> ● Additional professional study - SENCO qualification/NPQ SEN or willing to undertake these qualifications
Personal Qualities	
<ul style="list-style-type: none"> ● Positive and optimistic attitude towards School Improvement and Inclusion ● Open-minded and receptive to new ideas, approaches and challenges ● Places high priority on effective team working and works easily and comfortably in a team environment ● A commitment to own mental and emotional wellbeing ● Adaptable and flexible 	<ul style="list-style-type: none"> ● Commitment to an involvement in extracurricular activities. ● Evidence of sharing in and contributing to the corporate life of the school. ● Has the ability to see situations from a range of perspectives
Other Requirements	

<ul style="list-style-type: none">● Enhanced DBS Clearance● To be committed to Continuing Professional Development	
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