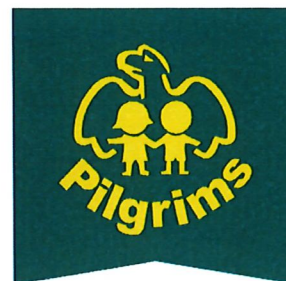


Job Description: Additional Needs & Wellbeing Lead



Safeguarding Statement	
Pilgrims Pre-Preparatory School is committed to safeguarding and promoting the welfare of children and young people. All staff are expected to share this commitment. The appointment is subject to appropriate safer recruitment checks, including an enhanced DBS check.	
Summary of the role:	
Job Title	Additional Needs and Wellbeing Lead (SENDCo, EAL, Behaviour & Wellbeing)
Hours:	Part-time, 3 days per week (term time), with flexibility for meetings and training
Location:	Pilgrims Pre-Preparatory School, Pilgrims Pre-Preparatory School, Brickhill Drive, Bedford, MK41 7QZ
Age Range:	3 months to the end of Key Stage 1
Role Purpose:	<p>The Additional Needs and Wellbeing Lead has overall responsibility for leading, coordinating and overseeing provision for Special Educational Needs and Disabilities (SEND), wellbeing, behaviour and English as an Additional Language (EAL) across the school.</p> <p>Acting as the school's SENDCo, the post holder ensures early identification, high-quality provision and inclusive practice for children from 3 months to the end of Key Stage 1. The role combines strategic leadership, operational oversight and professional guidance, ensuring clarity of processes, consistency of practice and positive outcomes for pupils.</p> <p>The post holder works closely with the Headteacher, Designated Safeguarding Lead (DSL), Early Years leaders, staff, families and external professionals.</p>
Leadership, Reporting and Professional Relationships	<p>Line Manager:</p> <ul style="list-style-type: none"> • Headteacher <p>Line Management Responsibility for:</p> <ul style="list-style-type: none"> • Academic Learning Support Coordinator & Communication Lead • Learning Support Assistants supporting SEND and additional needs • School Nurse <p>Key Working Relationships:</p> <ul style="list-style-type: none"> • Designated Safeguarding Lead (DSL) • Early Years Operations Lead (operational SEND oversight in Early Years) • Inclusion Group members, including RE/PSHE Coordinator • External professionals, agencies and receiving schools
Main duties and responsibilities:	

- Contribute, as a member of the Senior Leadership Team, to the school's vision, values and strategic direction for inclusion and wellbeing
- Provide strategic leadership for SEND, wellbeing, behaviour and EAL across the whole school
- Develop, implement and regularly review policies relating to SEND, behaviour, inclusion, wellbeing and EAL, ensuring compliance with statutory guidance and inspection expectations
- Produce, implement and evaluate action plans linked to the School Development Plan
- Contribute to professional reporting and discussion with Governors regarding provision, impact and priorities
- Keep up to date with developments in SEND, wellbeing and inclusive practice and advise senior leaders accordingly.

2. SENDCo and Additional Needs Provision

- Fulfil the SENDCo role in line with the SEND Code of Practice, appropriate to an Independent Pre Prep and Early Years context
- Lead and embed the graduated response (Assess, Plan, Do, Review) across the school
- Support staff in the early identification of learning, communication, emotional, behavioural and developmental needs
- Ensure appropriate, proportionate interventions and reasonable adjustments are implemented and reviewed

3. Individual Provision Planning (IPPs), Documentation and Referrals:

The post holder has responsibility for ensuring that individual provision planning and referral processes are well-coordinated, timely and consistently applied across the school.

- Coordinate and oversee whole-school processes for Individual Provision Plans (IPPs), Care Plans, Behaviour Support Plans and EAL plans, ensuring consistency and clarity of approach
- Work collaboratively with class teachers, support staff and senior leaders to support effective planning, implementation and review of individual provision
- Provide professional guidance and quality assurance to ensure plans are child-centred, proportionate and responsive to identified need
- Ensure all plans include clear targets, review dates and success criteria, agreed at the point of planning
- Oversee and monitor timelines relating to assessment, plan creation, reviews and updates, ensuring completion within agreed school timescales
- Coordinate, track and follow up referrals to external professionals and agencies, ensuring documentation is completed accurately, submitted in good time and reviewed within agreed deadlines
- Maintain accurate, confidential and well-organised records in line with safeguarding and data protection requirements

4. Wellbeing, Behaviour and Safeguarding Links

- Lead the school's approach to wellbeing and behaviour in line with school values and agreed policies
- Provide professional guidance and support to staff responding to pupils' emotional and behavioural needs
- Work closely with the DSL to ensure effective links between wellbeing, pastoral care and safeguarding
- Line manages the School Nurse, ensuring health and wellbeing provision is integrated and coherent

5. Inclusion Group and Collaborative Practice

- Lead and contribute to the school's Inclusion Group
- Promote a joined-up approach to SEND, wellbeing, behaviour, health and safeguarding
- Ensure effective communication and shared understanding across inclusion-related roles

6. Leadership, Line Management and Staff Development

- Line manages the Academic Learning Support Coordinator & Communication Lead, Learning Support Assistants and School Nurse
- Provide supervision, guidance and professional development support

use of resources

- Promote reflective practice, collaboration and high expectations within teams
- Contribute to staff training and professional development relating to SEND, wellbeing, behaviour and inclusive practice.

7. Early Years Oversight and Transitions

- Work in close partnership with the Early Years Operations Lead to maintain oversight of SEND and additional needs within Early Years
- Support consistency of inclusive practice from Early Years into main school
- Ensure smooth, well-planned transitions, including effective information sharing and continuity of support

8. Monitoring, Evaluation and Reporting

- Monitor and evaluate the effectiveness of SEND, wellbeing, behaviour and EAL provision
- Contribute to tracking and assessment processes relating to pupil progress and impact
- Provide data, analysis and professional reports to the Headteacher and Governors as required

9. Resources, Budgets and Administration

- Contribute to the oversight of budgets relating to SEND, wellbeing and additional needs provision
- Work with the Business Manager and senior leaders to monitor staffing, resources and associated costs
- Ensure systems and administration supporting SEND and additional needs are accurate, efficient and compliant

10. Partnership with Parents and External Professionals

- Build positive, professional and solution-focused relationships with parents and carers
- Contribute professional advice to admissions and transition discussions where additional needs are identified
- Lead or attend meetings relating to additional needs and wellbeing as appropriate
- Liaise with external professionals and receiving schools to support effective transitions

11. Wider School Responsibilities

- Attend staff meetings, INSET and training as required
- Support admissions, open days and transition events where appropriate
- Undertake other reasonable duties commensurate with the role, as directed by the Headteacher

This job description does not form part of the contract of employment and may be varied in accordance with the demands of the appointment with appropriate discussion.

Person Specification: Additional Needs & Wellbeing Lead

Area	Essential	Desirable
Qualifications & Professional Development	<ul style="list-style-type: none"> • Qualified Teacher Status (QTS) or significant, relevant experience in SEND, inclusion or additional needs leadership within an Early Years or Primary context. • Clear commitment to inclusive practice and child-centred provision. 	<ul style="list-style-type: none"> • SENDCo qualification (National Award for SEN Coordination). <i>The school is committed to supporting further training and will support the successful candidate to work towards the SENDCo qualification if not already held.</i>
Experience	<ul style="list-style-type: none"> • Experience within Early Years and/or Key Stage 1. • Experience supporting children with a range of additional needs, including SEND, wellbeing, behaviour and/or EAL. • Experience of working with the graduated response (Assess, Plan, Do, Review). • Experience of working collaboratively with parents and carers. • Experience of line management or staff supervision. • Experience of supporting, advising or guiding staff to meet diverse learning and wellbeing needs. • Experience of contributing to or coordinating individual provision planning and review processes. 	<ul style="list-style-type: none"> • Experience working as a SENDCo, inclusion lead or in a similar leadership role. • Experience of working within an independent school setting. • Experience of working with external professionals and agencies.
Knowledge & Understanding	<ul style="list-style-type: none"> • Strong understanding of child development from birth to age 7. Understanding of inclusive practice, reasonable adjustments and early intervention. • Knowledge of wellbeing, behaviour and social-emotional development in young children. • Understanding of safeguarding responsibilities and the role of the DSL. • Awareness of the SEND Code of Practice and its application within a school setting. 	<ul style="list-style-type: none"> • Knowledge of Early Years SEND processes and funding pathways. • Understanding of EAL provision and inclusive strategies.
Skills & Abilities	<ul style="list-style-type: none"> • Excellent communication skills (written and verbal) with the ability to build trusting relationships with parents, staff and external professionals. • Ability to coordinate and oversee individual provision planning processes, ensuring clarity, consistency and timely review. 	<ul style="list-style-type: none"> • Confidence in contributing to reports and discussions with Governors.

	<p>manage competing demands within a part-time leadership role.</p> <ul style="list-style-type: none"> • Ability to contribute to staff training and professional development. • Ability to analyse information relating to pupil progress and provision and use this to inform next steps. • Ability to work collaboratively as part of a leadership team while exercising professional judgement. 	
Personal Qualities	<ul style="list-style-type: none"> • Warm, nurturing and child-centred approach. • Calm, reflective and solution-focused, particularly in complex situations. • Approachable and supportive leadership style. • Professional, resilient and adaptable. High level of integrity, discretion and respect for confidentiality. 	
Commitment	<ul style="list-style-type: none"> • Commitment to the school's ethos and values. • Commitment to safeguarding and promoting the welfare of children. • Commitment to ongoing professional learning and development. 	

