



**Affinity**  
Learning Partnership

# **Affinity Learning Partnership Job Description and Person Specification**

Post title:	Director of Inclusion
Accountable to:	
Grade:	Leadership
Post holder name:	
Post holder signature:	

## ROLE OVERVIEW:

The Director of Inclusion will be a key member of the Senior Leadership Team. The successful applicant will work alongside the Assistant Principal SENDco, Head of Internal Alternative Provision (Reconnect) and the Head of the ERS to develop a highly effective, evidence-informed inclusion strategy that ensures all students - particularly those with SEND and additional vulnerabilities to support their academic progression seen within improved outcomes and their pastoral care ensuring that in line with our values they belong, progress and thrive.

The postholder will ensure that the school's provision for students with Education, Health and Care Plans (EHCPs) demonstrates clear intent, implementation, and impact, with a rigorous focus on the precise delivery of Section F provision and the effective enactment of Individual Support Plans (ISPs) for all students.

The postholder will support the SENDco in the wider roll out of the strategy to ensure that whether EHCP or K status, all students receive high quality teaching and are supported by strong practice in adaptive teaching within all areas of the academy.

This will be the focus of the time bound project and in achieving this, the applicant will work alongside the SENDco increasing capacity to ensure things are actioned in a timely manner.

## KEY ACCOUNTABILITIES:

### STRATEGIC LEADERSHIP

- Support the SENDco and Leadership team to articulate and drive a clear strategic intent for inclusion that is ambitious, inclusive, and rooted in equality of opportunity.
- Ensure that inclusion priorities are sharply defined within the Academy Improvement Plan, with measurable success criteria.
- Support robust self-evaluation of inclusion, using a wide range of evidence (data, work scrutiny, student voice, parental feedback).
- Demonstrate clear impact of inclusion strategies on progress, attendance, behaviour, and destinations of vulnerable groups.
- Ensure that leaders at all levels are accountable for the outcomes of students with SEND and EHCPs.
- Support the improvement of Teaching and Learning to Improve and embed adaptive teaching across the academy.

### SEND AND EHCP PROVISION

- Support the SENDco to ensure full compliance with the SEND Code of Practice.
- Ensure that the school's implementation of EHCPs is precise, consistent, and measurable, with particular focus on Section F provision:
  - Provision is specific, quantified, and understood by all relevant staff
  - Staff can clearly articulate what provision they are delivering and why

- Provision is delivered routinely and with fidelity
- Translate EHCP Section F into high-quality, purposeful Individual Support Plans (ISPs) that:
  - Are sharply aligned to EHCP outcomes
  - Provide clear, practical strategies for classroom implementation
  - Enable teachers to adapt teaching effectively without lowering expectations
- Translate key information within the Individual Support Plans (ISPs) for K students that:
  - Provide clear, practical strategies for classroom implementation
  - Enable teachers to adapt teaching effectively without lowering expectations
- Support the monitoring of implementation in establishing rigorous quality assurance systems to evaluate implementation, including:
  - Learning walks focused on EHCP students
  - Provision mapping and reviews
  - Work scrutiny and case studies
  - Staff voice and understanding checks that are integral to the whole academy quality assurance procedures and programme.
- Ensure that Annual Reviews are evaluative rather than descriptive, clearly evidencing progress towards outcomes and next steps.
- Use evidence to demonstrate the impact of provision over time, not just compliance.
- Support the SENDco in ensuring value for money for all stakeholders, supporting the implementation and review of costed provision maps.

## TEACHING, LEARNING & CURRICULUM

- Ensure that teachers have strong subject and pedagogical knowledge to meet the needs of all SEND learners.
- Promote adaptive teaching as the primary approach, with targeted support used effectively to complement high-quality teaching.
- Ensure that EHCP provision enhances access to a broad and ambitious curriculum, rather than narrowing it.
- Support the leadership team to look at the curriculum offered for those not accessing all mainstream lessons and support the design of starting and exit points within internal AP (Alternative Provision) be it Reconnect, the ECL or an EBSA based offer.
- Plan alongside the SENDco and deliver CPD that ensures staff:
  - Understand their responsibilities for EHCP and ISP implementation
  - Can confidently use ISPs to inform their teaching
  - Apply evidence-informed strategies effectively
- Monitor the extent to which SEND students know more, remember more, and can do more over time.
- There will be a small element of teaching to model effective practice.

## PASTORAL, BEHAVIOUR & ATTENDANCE

- Support the SENDco to ensure that systems for behaviour and attendance are inclusive and consistently applied.
- Support the SENDco to analyse patterns for vulnerable groups and implement timely, targeted interventions.
- Work alongside the teams to ensure EHCP and SEND students are well supported to develop independence, resilience, and self-regulation.
- Promote strong student voice, ensuring that SEND students feel safe, supported, and included.

## SAFEGUARDING AND WELLBEING

- Work with the Designated Safeguarding Lead (DSL) to ensure that vulnerable students, including those with EHCPs, are effectively safeguarded.
- Support leaders to ensure that safeguarding, attendance, and inclusion systems are joined up and responsive.

## PARTNERSHIP WORKING

- Support the SENDco to build highly effective partnerships with parents/carers, characterised by clarity, transparency, and trust.
- Support the academy to ensure parents understand how SEND provision is implemented and its impact.
- Work within the team to engage and work collaboratively with external agencies and the Local Authority to secure strong outcomes.
- As appropriate, represent the school confidently in multi-agency and statutory processes.

## LEADERSHIP AND MANAGEMENT

- Work alongside the SENDco to respond to the AFI's within the recent OFSTED report to provide strong, visible leadership of inclusion across the school.
- Support the SENDco to line manage staff within the team, ensuring high levels of accountability and professional development.
- Support the SENDco to deploy resources, including funding linked to EHCPs, strategically and impactfully.
- Ensure that staff workload is considered in the design of any new systems (e.g. ISPs are purposeful and used, not burdensome).
- Contribute to whole-school leadership with a clear focus on improving outcomes for the most vulnerable.

## SAFEGUARDING

- Work in line with statutory safeguarding guidance (e.g. Keeping Children Safe in Education, PREVENT and our safeguarding and child protection policies).
- Work with the designated safeguarding lead (DSL) to promote the best interests of pupils, including sharing concerns where necessary.

- Promote the safeguarding of all pupils in the school.

## CORPORATE RESPONSIBILITIES

- Show support for and uphold our ethos, value, all policies and procedures.
- Promote high standards in attendance, punctuality and appearance adhering to Staff Code of Conduct.
- Act with professionalism, integrity at all times, promoting the Trust values.
- To comply with any reasonable request from a Principal or other Trust Leader to undertake work of a similar level or commensurate with role and level of responsibility that is not specified in this job description.
- Comply with data protection legislation and follow the principles of GDPR.
- Promote a commitment to equal opportunities and anti-discriminatory practice adhering to the Trust Equal Opportunities Policy.
- Promote a work environment that protects people's health and safety and that promotes welfare, which is in accordance with the Trust Health and Safety Policy and legislation.

Note 1: The content of this job description will be reviewed with the post holder on an annual basis in line with the performance management cycle. Any significant change in level of accountability that could result in a change to the interim grade must be discussed with the post holder and representative where necessary.

## PERSON SPECIFICATIONS: DIRECTOR OF INCLUSION

Education & Qualifications	Essential	Desirable
Qualified Teacher Status	✓	
National Award for SEN Coordination or NPQ for SENDCos (or willingness to obtain)	✓	
Experience		
Significant leadership experience in SEND/inclusion	✓	
Proven ability to demonstrate impact of provision through data and qualitative evidence	✓	
Experience of designing and implementing effective ISP systems	✓	
Experience of leading inclusion through an Ofsted inspection		✓
Experience in a secondary school setting		✓
Knowledge & Skills		
Deep understanding of the SEND Code of Practice and EHCP statutory requirements, particularly Section F.	✓	
Ability to evaluate the quality of education for SEND learners in line with Ofsted expectations.	✓	
Knowledge of evidence-informed and trauma-informed practice		✓
Knowledge of local authority procedures, policies and specialist support available		✓
Ability to move from compliance to impact-driven practice	✓	
Strong analytical and evaluative skills	✓	
Ability to support the building of an effective team	✓	
Personal Attributes		
Relentless focus on high expectations and outcomes for all students	✓	
Has a friendly yet professional and respectful approach which demonstrates support and shows mutual respect.	✓	
Open, honest and an active listener.	✓	
Positive, outward facing, and a people person	✓	
Resilience, clarity, and strategic thinking	✓	
Takes responsibility and accountability.	✓	
Demonstrates a 'can do' attitude including suggesting solutions, participating, trusting, and encouraging others and achieving expectations.	✓	
Is committed to the provision and improvement of quality of service provision.	✓	
Is adaptable to change/embraces and welcomes change.	✓	
Excellent communication and influence across all levels	✓	
Is committed to the continuous development of self and others by keeping up to date and sharing knowledge, encouraging new ideas, seeking new opportunities and challenges, open to ideas and developing new skills.	✓	

Acts with pace and urgency being energetic, enthusiastic and decisive.	✓	
Has the ability to learn from experiences and challenges.	✓	
<b>Commitment</b>		
Committed to Affinity Learning Partnership values and aims, acting as role model demonstrating professionalism and consistent high expectations at all times which supports the ethos of the Trust.	✓	
Recognise and respect difference between individuals and play their part in making the Trust more inclusive, aware of and committed towards diversity and equal opportunities.	✓	
Committed to own continual professional development.	✓	
<b>Other</b>		
Ability to travel to other Trust sites.	✓	
Is fluent in the use of the English language.	✓	