

Job Description

Job title: SEND Leader (North/South Hub)

Reports to: Director of SEND (Mainstream)

Responsible for: N/A

Pay Scale: L8-12

Hours: 1 day per week

Overall Job Purpose:

To deliver the Trust's SEND strategy at hub level, working alongside the Director of SEND to secure high-quality, inclusive practice across schools. The role focuses on implementation, capacity building and professional support, ensuring consistent application of trust policies, systems and adaptive teaching approaches. The postholder will strengthen SEND leadership, early intervention and outcomes for pupils with SEND while acting as a key link with local partners and Local Authorities.

Principal Duties and Responsibilities

Strategic Implementation

- Support schools to implement Trust SEND and inclusion policies and systems
- Contribute to hub-level delivery of the SEND and inclusion strategy
- Identify hub priorities and respond to emerging local needs
- Support early intervention and the graduated approach in the hub

Teaching, Learning and Inclusion

- Develop high-quality pedagogy and adaptive teaching
- Promote inclusive practice aligned with Trust principles
- Support Learning Journeys and curriculum frameworks
- Secure ambitious outcomes for pupils with SEND

Developing self and working with others

- Promote and maintain a culture of high expectations for self and others
- Regularly review own practice, set personal targets and take responsibility for own development, seeking advice and support from relevant colleagues
- Coach new and developing SENCOs
- Co-lead SENCO hub meetings
- Deliver CPD across the hub

Quality Assurance

- Support OFSTED readiness in hub schools
- Monitor provision using TES Provision Map

- Evaluate and strengthen SEND practice
- Ensure consistency across systems

Partnership Working

- Attend Local Authority meetings
- Share local intelligence
- Build partnerships with external services
- Lead local SEND initiatives

Leadership

- Model inclusive leadership
- Build collaboration across schools
- Promote continuous improvement
- Support clear communication
- Collating and reporting data to Trustees and local governors

General Duties

- To have due regard to the provisions of Health and Safety at work legislation
- To have due regard to the Trust's Equal Opportunities Policy
- To be aware of the confidential issues regarding this post including adhering to GDPR requirements
- To undertake any other duties that are within the grade and scope of the post, as determined by the Director of SEND (Mainstream)
- To undertake annual mandatory and statutory training as directed by the Trust or School.

Scope:

The post-holder will be expected to work across the Trust, travelling between school sites. This job description needs to be considered in the context of a developing and evolving situation and, therefore, responsibilities described here may be adapted to meet changing needs.

Safeguarding:

Compass Eko Trust is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. Employees are expected to have due regard for safeguarding and promoting the welfare of children and young people and to follow the child protection procedures adopted by the Trust

Person Specification

Criteria	Essential	Desirable	How tested
Qualification	<ul style="list-style-type: none"> • Qualified Teacher Status (QTS) • SENCo qualification • Evidence of engagement in research-informed professional learning related to SEND, inclusion or pedagogy 	<ul style="list-style-type: none"> • Master’s degree in Special Educational Needs, Inclusion, Education or a related field • Postgraduate or specialist qualifications in SEND (e.g. Autism, SEMH, Speech and Language, Specific Learning Difficulties) • Evidence of further accredited SEND or inclusion-focused professional development 	<ul style="list-style-type: none"> • Application form • Certificates
Experience	<ul style="list-style-type: none"> • Experience of contributing to whole-school improvement in SEND provision with demonstrable impact • Experience of supporting schools to develop consistently high-quality teaching for pupils with SEND • Experience of contributing to inspection readiness or improvement following feedback • Experience of coaching and developing colleagues • Experience of working with a range of stakeholders (families, Local Authority, external agencies) • Experience of leading or contributing to CPD • Experience of supporting leaders to evaluate and improve the quality of education for pupils with SEND 	<ul style="list-style-type: none"> • Experience of working collaboratively across schools to secure consistency and quality of provision • Experience of contributing to trust-wide or system-level SEND improvement 	<ul style="list-style-type: none"> • Application form • Interview • References

Criteria	Essential	Desirable	How tested
<p>Knowledge and Skills</p>	<ul style="list-style-type: none"> • Strong understanding of high-quality education for pupils with SEND, including how pupils access and succeed within an ambitious, well-sequenced curriculum • Strong knowledge of adaptive teaching and evidence-informed practice, enabling effective support for a wide range of learning needs • Excellent understanding of the SEND Code of Practice and statutory processes (including EHCPs), with the ability to apply this to secure high-quality, inclusive provision, ensure compliance and accountability and support colleagues to implement processes effectively. • Secure knowledge of early identification, assessment and the graduated approach, enabling effective intervention and support • Understanding of local SEND systems, services and partnerships, including the role of multi-agency working • Ability to analyse provision, identify strengths and areas for development, and support improvement across schools • Experience of using and evaluating provision mapping systems to monitor impact and inform decision-making 	<ul style="list-style-type: none"> • Understanding of effective SEND leadership at school and system level • Expert knowledge of local SEND systems, services and partnerships, including Local Authority processes • Strong awareness of current research and evidence in SEND, inclusion and pedagogy, with the ability to critically engage with research and apply it to practice 	<ul style="list-style-type: none"> • Application form • Interview • Task

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Criteria	Essential	Desirable	How tested
	<ul style="list-style-type: none"> • Strong communication, influencing and coaching skills, supporting the development of colleagues and leadership capacity 		
Personal attributes	<ul style="list-style-type: none"> • Commitment to inclusion • Collaborative relationship builder • Reflective and improvement-focused • Proactive and organised 	<ul style="list-style-type: none"> • Confidence to influence beyond own setting • Commitment to system leadership 	<ul style="list-style-type: none"> • Interview • References