

Regional SEND Lead

JOB DESCRIPTION

REPORTING TO	National Director of SEND
LOCATION	Regional, with regular travel to academies in the region and some national travel
CONTRACT	Permanent, full-time, all year round
SALARY	L10-L19 (a 5 point range will be offered)

ROLE PURPOSE

The Regional SEND Lead provides strategic and operational leadership for Special Educational Needs and Disabilities (SEND) across a defined region of academies, including primary, secondary and special schools.

This is a hands-on, school-facing role. The postholder will spend the majority of their time working directly in academies, building capacity, modelling practice, and driving improvement on the ground. They will lead SEND reviews, support schools facing challenge or external scrutiny, and ensure pupils with SEND receive high-quality, inclusive education that enables them to thrive academically and personally.

The role requires regular travel across academies and combines system leadership with a strong understanding of effective teaching and learning, adaptive practice, and inclusive classroom provision. The role is strategically line managed by the National Director of SEND and deployed operationally regionally by the Senior Regional Director as required.

KEY RESPONSIBILITIES

SEND Leadership

- Implement the Trust's SEND strategy aligned with the vision, inclusion priorities, and statutory responsibilities.
- Ensure consistency, quality and ambition in SEND provision across primary, secondary and special settings.
- Keep policy and practice aligned with the SEND Code of Practice, statutory guidance, and best practice.
- Spend the majority of the working week based in academies, providing direct, hands-on support to improve SEND provision.
- Prioritise time in academies requiring additional capacity, including those requiring school improvement, those in an Ofsted window, or those facing specific SEND challenges.
- Work alongside SENDCOs, teachers and senior leaders to model effective practice, co-deliver interventions, and build sustainable in-school capacity.
- Support rapid improvement work where SEND has been identified as a concern by the Trust or external bodies.

- Attend and provide support during Ofsted inspections within the region and, when required, across other regions.
- Advise and support academies with complex SEND cases and admissions, including managed moves, alternative learning and specialist placements.

SEND Finance & Resource Management

- Provide strategic oversight of SEND funding across the region, ensuring resources are used effectively to maximise impact for pupils with SEND.
- Support academy leaders and SENDCos in planning, managing, and monitoring SEND budgets, aligning spending with provision mapping and pupil needs.
- Analyse the impact of SEND spending on pupil outcomes, identifying efficiencies and ensuring value for money.
- Ensure financial practice is compliant, transparent, and supports strong evidence for SEND reviews, audits, and inspections.

SEND Reviews & Quality Assurance

- Plan and conduct SEND reviews across academies, evaluating:
 - Identification and assessment
 - Quality of provision and interventions
 - Teaching and learning adaptations
 - Outcomes and progress for pupils with SEND
- Provide clear, constructive feedback to academy leadership teams following reviews, identifying strengths, risks, and priorities for improvement.
- Contribute SEND intelligence and analysis to regional and Trust leadership discussions.
- Support academies in maintaining Ofsted readiness for SEND, ensuring documentation, provision mapping, and evidence of impact are robust and inspection-ready.

SEND Data Ownership & Accountability

- Own and analyse the holistic SEND dataset for the region, including:
 - SEND Identification and areas of need
 - Attendance and persistent absence for pupils with SEND
 - Suspensions and permanent exclusions
 - Use of Alternative Provision (AP)
 - Reading, phonics and wider academic outcomes
 - Progress and attainment across all phases
- Use data to identify trends, target support, and hold academies to account for outcomes.
- Report regularly to regional and national leadership on SEND performance and risk.

Teaching, Learning & Inclusion

- Lead on improving the quality of teaching and learning for pupils with SEND, ensuring inclusive, adaptive classroom practice.
- Support schools to develop effective high-quality teaching, adaptations and targeted interventions to ensure all pupils thrive.
- Collaborate with teachers and SEND leaders to translate assessment information into strong classroom practice, including modelling, coaching, and training teachers and teaching assistants to deliver high-quality provision.
- Promote inclusive curriculum design and pedagogy across all phases.
- Support Academies in reviewing their SEND and curriculum offer as required considering national updates including the SEND white paper and the curriculum and assessment review.

Support, Challenge & Capacity Building

- Provide high-quality professional support and challenge to SENDCOs, senior leaders and teaching teams.
- Coach and mentor SEND leaders to build leadership capacity and improve impact.
- Support academies at different stages of development, including those facing challenge or external scrutiny.
- Lead regional SENDCo networks and cluster meetings, facilitating collaboration and the sharing of best practice.
- Design and deliver SEND training, both online and in person, for staff across the region.

Regional & National Collaboration

- Build and foster positive working relationships with Local Authorities and regional SEND leaders.
- Lead and contribute to regional SEND networks, ensuring strong professional connections and shared learning across academies.
- Attend and represent the region at national SEND events, forums and Trust-wide gatherings as required.
- Provide cross-regional support when needed for example, supporting academies outside the region during Ofsted inspections or periods of acute need.
- Collaborate with school improvement colleagues, safeguarding leads, and wider education teams.
- Engage with external professionals and agencies where appropriate to support strong SEND provision.

Cross-Phase & System Working

- Work effectively across mainstream and special settings, understanding differing contexts and pathways.
- Collaborate with school improvement colleagues, safeguarding leads, and wider education teams.

Parent & Carer Relationships

- Support academies in managing complex parent and carer relationships, including complaints, concerns and disputes relating to SEND provision.
- Advise on communication strategies, meetings and resolution approaches to maintain positive relationships and avoid escalation.
- Where appropriate, attend parent meetings alongside academy leaders to provide specialist guidance and reassurance.

Safeguarding & Inclusion

- Promote a strong safeguarding culture, recognising the additional vulnerabilities of pupils with SEND.
- Ensure inclusive practice supports pupils' wellbeing, participation, and safety.

PERSON SPECIFICATION

Whether you're a 3 year old in nursery learning to explore the world around you, an 18 year old preparing to go to university, a new teacher understanding the demands of the job, a headteacher leading the learning in your academy, a member of the regional team ensuring efficient and effective operations or a trustee scrutinising and challenging the CEO, we want every single person within E-ACT to be driven by three core values:

- We want everyone to **think big** for yourselves and for the world around you;
- We want everyone to **do the right thing** in everything you do, even when this means doing something that's hard, not popular or takes a lot of time;
- We want everyone to show strong **team spirit**, always supporting and driving your team forward

We really believe that if we all do the right thing, support our teams and we all think big, believe big, act big, then the results will be big too!

This means that if you want to be part of E-ACT, you need to be able to embrace and embody these values in all that you do.

OUR VALUES

Thinking Big	<ul style="list-style-type: none"> • Show energy, enthusiasm and passion for what you do • Demand the highest quality in all that you do, and in the work of your team • Willing to champion new ideas and think beyond the status quo • Show an ability to think creatively and 'outside of the box' in your area of expertise, continually seeking improvements in what you do to make the organisation better • Be open to new ideas and change where it will have a positive impact on the organisation • Show a willingness to embrace different ideas and ways of thinking to improve E-ACT • Ability to 'look outside' – to continually learn about innovations in your field, new ways of doing things, and bring that learning into your work • Commitment to self-development, and developing your wider Team • Ability to self-reflect on yourself, your performance, and to think about how this could be improved further • Ability to encourage ideas from others in order to improve the organisation and build your team's confidence
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<p>Doing the Right Thing</p>	<ul style="list-style-type: none"> • Have integrity and honesty in all that you do • Make decisions that are based on doing the right thing, even when this means that they're unpopular or will lead to more work • Take responsibility and ownership for your area of work • Have difficult conversations or deliver difficult messages if that's what's required to do the right thing by our pupils • Be transparent and open • Be resilient and trustworthy • Stand firm and stay true to our mission
<p>Showing Team Spirit</p>	<ul style="list-style-type: none"> • Understand how you can have a greater impact as a team than you can as an individual • Understand how you are part of your immediate team but also a much wider organisational team, in working towards our mission • Recognise that everyone is important within E-ACT, and show an ability to build strong working relationships at every level • Recognise and celebrate the success and achievements, no matter how small of your colleagues • Be generous with sharing your knowledge to help to develop others • Understand and be willing to receive suggestions and input on your area of work from others • Support your colleagues, even when this means staying a little later, or re-prioritising some of your work • Be aware of other peoples' needs and show an ability to offer genuine support • Show an awareness and respect for peoples' differences, and recognise how different characteristics and personal strengths build dynamic and great teams

KNOWLEDGE, EXPERIENCE & SKILLS

Requirement

E –Essential

D –Desirable

Assessed at

A – Application Stage

I – Interview Stage

P – During the probationary period

		E	D	A	I	P
Organisational Fit	Thinking Big	X		X	X	X
	Doing the Right Thing	X		X	X	X
	Showing Team Spirit	X		X	X	X
Experience	Qualified Teacher Status (QTS).	X		X	X	
	Experience at Assistant Headteacher level (or equivalent leadership role).	X		X	X	X
	SEND leadership qualification or NPQ (or equivalent SEND leadership experience).	X		X	X	X
	Strong track record of improving outcomes and provision for pupils with SEND.	X		X	X	X
	Experience working across or with primary, secondary and/or special school settings.	X		X	X	X
	Secure understanding of the SEND Code of Practice and inclusive education.	X		X	X	X
	Experience supporting schools to secure SEND funding from Local Authorities (e.g. High Needs Funding, EHCP top-ups)	X		X	X	X
	Experience advising on complex SEND admissions, managed moves or specialist placements	X		X	X	X
Skills and Attributes	Credible educational leader with the professional authority to influence and challenge senior leaders.	X		X	X	X
	Strong teaching and learning expertise, with a clear understanding of adaptive practice	X		X	X	X

	and effective classroom strategies for SEND.					
	Highly effective communicator, able to provide clear feedback, guidance, and professional challenge.	X		X	X	X
	Skilled in balancing support and accountability, building trusting relationships while driving improvement.	X		X	X	X
	Analytical and evaluative, able to review provision, interpret evidence, and identify priorities.	X		X	X	X
	Dynamic and resilient, able to operate across multiple academies in a busy environment with competing priorities.	X		X	X	X
	Highly organised, able to manage workload, travel, and deadlines effectively.	X		X	X	X
	Collaborative and values-driven, with a strong commitment to equity and inclusion.	X		X	X	X
	Experience supporting schools through external inspection or review of SEND.		X	X	X	X
	Experience working within a Multi-Academy Trust or across more than one school.		X	X	X	X
	Confident in using and interpreting data (attendance, exclusions, AP, outcomes) to drive decisions	X		X	X	X
	Skilled in supporting parent/carers relationships and supporting complaint resolution	X		X	X	X