



SENDCO and Inclusion Leader

(Senior Leadership Team)



Central MAT Office
The Diocese of Coventry Multi Academy Trust
St James' C of E Academy
Barbridge Road
Bulkington, Bedworth
CV12 9PF

Candidate Information

Together, pursuing life in all its fullness

SENDCO and Inclusion Leader (Senior Leadership Team)

About the Role

The Trust is looking to appoint an inspirational and highly effective SENDCO and Inclusion leader who is committed to supporting All Saints Bedworth C of E Academy to educational excellence and further developing the distinctive Christian character of educational provision within the school community.

In return we can offer:

- A support network of professional colleagues
- A strong culture of professional development
- The opportunity to be part of an aspirational organization and contribute to its development and growth plans
- We are offering a salary of M1-M6 plus SEN allowance (FTE £32,916 - £45,352)
- Eligibility to join the Pension Scheme

Applications

Thank you for your interest in this post. Interested candidates are welcome to speak to us for more information about this fantastic opportunity. Visits to the school are strongly encouraged. Please contact the school office on 02476313387 or email school.office@allsaintsbedworth.covmat.org for an informal discussion about the post or to arrange a school visit.

Please note the closing date for applications is **5th July 2026**. Please apply through My New Term online application process

We welcome all applications regardless of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race religion and belief, sex and sexual orientation.

Interviews will take place **w/c 6th July 2026**

Job Description

KEY PURPOSE

To lead and manage the strategic development of Special Educational Needs and Disabilities (SEND) and inclusion across the school, ensuring all pupils achieve the best possible outcomes.

As a member of the Senior Leadership Team, the SENDCo will play a key role in driving school improvement, raising aspirations and ensuring that all children, particularly the most vulnerable, thrive within a fully inclusive environment.

The postholder will also fulfil the professional responsibilities of a class teacher, including undertaking teaching duties as required (e.g. cover teaching), in line with the School Teachers' Pay and Conditions Document.

ACCOUNTABILITIES

The appointee will be line managed by Head Teacher.

KEY RESPONSIBILITIES

Strategic Leadership of SEND and Inclusion

Lead and implement a clear, ambitious vision for SEND and inclusion, aligned with the school's ethos and vision

Monitor and evaluate the quality of provision for pupils with SEND, ensuring strong outcomes

Ensure full compliance with the SEND Code of Practice and statutory requirements

Use data, research and evidence to inform strategic planning and drive improvement

Leadership of Provision (including SRP)

Establish and lead the Specialist Resource Provision (Communication and Interaction)

Ensure high-quality, personalised provision for pupils with complex needs

Monitor the impact of interventions and provision, adapting practice where necessary

Oversee EHCP processes, including high-quality applications, reviews and provision mapping

Teaching and Learning

Promote high-quality inclusive teaching across the school

Support staff in adapting teaching to meet the needs of all learners

Model effective inclusive practice through coaching and, where appropriate, teaching

Undertake teaching responsibilities as required, including class cover

Monitoring, evaluation and reporting

Analyse data related to SEND, pupil premium pupil, attendance, behaviour, achievement, and well-being to support senior leaders in decision-making

Monitor the impact of interventions and report key findings to the Headteacher.

Contribute to annual reviews of Education, Health and Care Plans (EHCPs) and update provision targets accordingly.

Contribute to reports to senior leaders and governors on SEND, inclusion, and pupil premium effectiveness, including progress toward strategic goals and statutory compliance.

Staff Development

Provide professional guidance, training and coaching for staff

Build staff confidence and expertise in meeting a wide range of needs

Support early career teachers and colleagues in developing inclusive practice

Partnership Working

Build strong relationships with parents and carers, ensuring they are fully involved in their child's learning
Work effectively with external agencies, including educational psychologists, health professionals and local authority services
Act as the key point of contact for SEND within the school

Leadership Contribution

Contribute to whole-school self-evaluation and improvement planning
Work collaboratively as part of the Senior Leadership Team
Promote a culture of high expectations, inclusion and aspiration for all

GENERAL TEACHING RESPONSIBILITIES

In line with the Teachers' Standards, the postholder will:

- Plan and deliver high-quality teaching where required
- Assess, monitor and report on pupils' progress
- Maintain high expectations of behaviour and learning
- Support pupils' personal development and wellbeing
- Contribute to the wider life of the school community

SKILLS AND COMPETENCIES

- Strong knowledge and understanding of the SEND Code of Practice, statutory frameworks and current best practice in SEND & inclusion
- Proven classroom experience supporting pupils with SEND
- Ability to lead and inspire staff to adopt inclusive, strengths-based approaches that raise aspirations and outcomes for all pupils
- Excellent communication and interpersonal skills to engage effectively with pupils, families, staff, governors, and external partners
- Ability to use data to inform practice
- Ability to manage competing priorities and work collaboratively across a split-site school environment.
- Strong communication and organization skills
- Commitment to safeguarding, child protection, and promoting pupil well-being in line with the school's Church of England ethos and values.

SUPPORTING THE WORK OF THE MULTI ACADEMY TRUST

As part of the Diocese of Coventry Multi Academy Trust, the postholder will be expected to develop and maintain strong, positive relationships with colleagues in the Multi Academy Trust, within the family of Multi Academy Trust academies and the Diocesan family of schools.

STRENGTHENING THE COMMUNITY

Academies exist in a distinctive social context, which has a direct impact on what happens inside the school. Academy leadership should commit to engaging with the internal and external school community to secure equity and entitlement. All staff should collaborate with other schools in order to share expertise and bring positive benefits to their own and other academies. They should work collaboratively at both strategic and operational levels with parents and carers and across multiple agencies for the well-being of all children.

This will include:

- Building a school culture and curriculum which takes account of the Church Foundation and

the richness and diversity of the school's communities.

- Creating and promoting positive strategies for challenging harassment of any kind.
- Ensuring learning experiences for pupils are linked into and integrated with the wider community, the local church and diocesan communities.
- Ensuring a range of community-based learning experiences, including building links with local churches and Coventry Diocese.
- Collaborating with other agencies in providing for the academic, spiritual, moral, social, emotional and cultural well-being of pupils and their families
- Creating and maintaining an effective partnership with parents and carers, (including those who may be described as 'hard to reach', those with learning disabilities and those for whom English is an additional language), to support and improve pupils' achievement and personal development.
- Building bridges with the school's diverse communities, seeking opportunities to invite the whole range of parents and carers, community figures (including clergy and church representatives), businesses or other organisations into the school to enhance and enrich the school and its value to the wider community
- Contributing to the development of the education system by, for example, sharing effective practice, working in partnership with other schools and promoting innovative initiatives.
- Co-operating and working with relevant agencies to protect children.

SAFEGUARDING CHILDREN AND SAFER RECRUITMENT

Our Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The successful candidate will be required to undertake an enhanced criminal record check via the DBS. Further information about the Disclosure and Barring Service is available from the DBS website at: [Disclosure and Barring Service - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

The Trust will ensure that:

- The policies and procedures relating to safeguarding and safer recruitment are fully implemented and followed by all staff.
- Sufficient resources and time are allocated to enable the designated person and other staff to discharge their responsibilities in relation to safeguarding, including taking part in strategy discussions and other inter-agency meetings and contributing to the assessment of children.
- All staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and that such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle blowing practices.

DATA PROTECTION

The post holder must meet the requirements of the General Data Protection Regulation Act 2018 at all times, especially concerning confidentiality, treatment of personal information and records management.

ADDITIONAL DETAILS

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. Staff will be expected to comply with all Trust policies and procedures and any reasonable request from a manager to undertake work of a similar level that is not specified in this job description. This job description will be reviewed

annually and the Chief Executive reserves the right to alter the content of this job description, after consultation with the post-holder, to reflect changes to the job or services provided, without altering the general character or level of responsibility.

Person Specification

| | | Measured By | | | | |
|--|---|-------------|-----------|-------------|-------------------|------------|
| | | Essential | Desirable | Application | Interview Process | References |
| Personal Qualities, Qualifications and Experience | | | | | | |
| Qualifications and Experience | | | | | | |
| 1 | Honors degree or equivalent | ✓ | | ✓ | | |
| 2 | Qualified teacher status | ✓ | | ✓ | | |
| 3 | National Award for SEN Coordination (or willingness to achieve within statutory timeframe) | ✓ | | ✓ | ✓ | |
| 4 | Evidence of ongoing professional development in SEND, inclusion or leadership | ✓ | | ✓ | ✓ | |
| 5 | Experience of contributing to whole-school improvement | | ✓ | ✓ | ✓ | |
| 6 | Experience of working within a Multi Academy Trust | | ✓ | ✓ | | |
| 7 | Experience of line managing other staff, including supporting performance and development | | ✓ | ✓ | ✓ | ✓ |
| Professional Experience and Knowledge | | | | | | |
| 1 | Proven ability to improve outcomes for pupils with SEND / additional needs, including the needs of pupils with an EHCP, within a classroom environment in a primary setting | ✓ | | ✓ | ✓ | ✓ |
| 2 | Strong understanding of the SEND Code of Practice and statutory frameworks | ✓ | | ✓ | ✓ | ✓ |
| 3 | Understanding of strategic use of the SEND funding to improve outcomes | | ✓ | ✓ | ✓ | |
| 4 | Experience of developing and managing Specialist Resource Provision | | ✓ | ✓ | ✓ | |
| 5 | Knowledge of evidence-based interventions for SEND and disadvantaged pupils | ✓ | | ✓ | ✓ | ✓ |
| 6 | Familiarity with data analysis to monitor impact and inform improvement | ✓ | | ✓ | ✓ | ✓ |
| 7 | A strong commitment to enhancing and embedding a robust safeguarding culture across the school | ✓ | | ✓ | ✓ | ✓ |
| Curriculum and Pedagogy | | | | | | |
| 1 | Deep understanding of primary curriculum, pedagogy and assessment | ✓ | | ✓ | ✓ | ✓ |
| 2 | Ability to model and promote inclusive teaching strategies | ✓ | | ✓ | ✓ | ✓ |
| 3 | Commitment to high-quality provision for pupils with SEND and disadvantaged backgrounds | ✓ | | ✓ | ✓ | ✓ |

| Leadership and Management | | | | | | |
|----------------------------------|---|---|---|---|---|---|
| 1 | Experience of developing and implementing whole-school policies and improvement plans | | ✓ | ✓ | ✓ | ✓ |
| 2 | Ability to lead and inspire staff to adopt inclusive evidence-based practice | ✓ | | ✓ | ✓ | ✓ |
| 3 | Knowledge and understanding of safeguarding requirements and good practice | ✓ | | ✓ | ✓ | ✓ |
| 4 | Experience of managing budgets and resources effectively to maximise impact | | ✓ | ✓ | ✓ | ✓ |
| 5 | Ability to monitor, evaluate and report on impact to senior leaders and governors | | ✓ | ✓ | ✓ | ✓ |
| Skills and Abilities | | | | | | |
| 1 | Excellent communication and interpersonal skills for engaging families and external agencies | ✓ | | ✓ | ✓ | ✓ |
| 2 | Strong organisational and time management skills to manage competing priorities | ✓ | | ✓ | ✓ | ✓ |
| 3 | Skilled at working collaboratively with a range of stakeholders | ✓ | | ✓ | ✓ | ✓ |
| 4 | Ability to teach and provide classroom cover when required | ✓ | | | ✓ | ✓ |
| 5 | Proven ability to develop positive relationships with pupils, parents/carers, governors and the local community | ✓ | | ✓ | ✓ | ✓ |
| 6 | Proficiency in using ICT effectively to support effective administration, workload, data analysis and reporting | ✓ | | ✓ | ✓ | ✓ |
| Personal Qualities | | | | | | |
| 1 | High expectations for all pupils and commitment to closing attainment gaps | ✓ | | ✓ | ✓ | ✓ |
| 2 | A positive role model who embodies the school's vision and values | ✓ | | ✓ | ✓ | |
| 3 | Resilient, reflective and solution-focused approach | ✓ | | ✓ | ✓ | |
| 4 | Is articulate and approachable with excellent interpersonal communication skills both verbally and in writing | ✓ | | ✓ | ✓ | ✓ |
| 5 | Empathy and sensitivity when working with families facing complex challenges | ✓ | | ✓ | ✓ | ✓ |
| 6 | Is committed to on-going professional development and continuous improvement | ✓ | | ✓ | ✓ | ✓ |
| 6 | Willingness to contribute to the wider life of the school and community | ✓ | | ✓ | ✓ | ✓ |

I (name) hereby confirm that I have received a copy of the Job Description for the post of **SENDCO and Inclusion Leader**

Signed

Date

