

Forward Education Trust

SEND and Inclusion Lead: Job Description & Person Specification

Job Title	SEND & Inclusion Lead
Salary	Salary Range: Leadership scale (salary dependent on prior experience)
Contract Type	Permanent – Full Time (job share will be considered) Location: Across all Trust schools with some central office working

Job Role and Purpose

The Trust SEND and Inclusion Lead will provide strategic leadership for inclusion across the Trust, ensuring a coherent, ambitious and high-quality offer for all pupils. Working closely with the Director of Education and school leaders, the postholder will strengthen the quality of education through hands-on coaching, modelling of effective practice, and on the ground support. They will play a key role in developing staff confidence and expertise at all career stages, including those new to teaching, by demonstrating practical strategies, guiding implementation, and building capacity to improve inclusive practice. In addition to this developmental work, the postholder will also provide assurance by monitoring the consistency, effectiveness and impact of SEND and inclusion provision across schools, ensuring that practice aligns with policy and statutory requirements. Through this combined approach, the role will help remove barriers to learning and enable every pupil to live their best life.

Key responsibilities

Strategic Leadership and Shaping the Future

- Provide trust wide strategic leadership for SEND and inclusion, working closely with the Director of Education and school leaders to shape a coherent, ambitious, and inclusive education offer across all schools.
- Lead the development, implementation, and ongoing refinement of the Trust’s SEND and inclusion strategy, ensuring alignment with the Trust’s vision, values, and wider education priorities.
- Provide strategic oversight of Pupil Premium across the Trust, ensuring:
 - the Trust’s Pupil Premium policy is effective and evidence-informed;
 - school level Pupil Premium spending is well planned and aligned to identified need and that leaders use robust research (e.g., EEF guidance) to inform decisions;
 - impact reviews are rigorous and drive improvements.

- Oversee trust wide approaches to EAL, ensuring consistent, high-quality practice and appropriate provision for pupils with English as an Additional Language.
- Support Ofsted readiness across the Trust, with a particular focus on SEND, inclusion and behaviour; provide guidance, training and assurance to ensure schools can clearly articulate and demonstrate effective practice.
- Support the Director of Education in promoting the Trust's commitment to high quality inclusive education, contributing to sector reputation, credibility, and influence.
- Monitor national policy, research and evidence in SEND and inclusion, and wider school improvement, ensuring the Trust remains forward thinking and aligned with best practice, responding to changes when they arise.
- Lead on the design and development of inclusion related policies and frameworks, ensuring they are evidence based, usable, and effectively implemented across schools.
- Support the use and impact of additional funding streams, such as High Needs Funding, where these link to SEND, inclusion or vulnerable learners.
- Work with the Director of Education and Behaviour Leads to ensure the Trust's Behaviour and Relationships Policy is effectively embedded across all schools, supporting leaders to develop consistent, relational, and inclusive behaviour approaches that align with the Trust's expectations and evidence -informed practice.
- Provide strategic assurance to the Director of Education and Trust Board, evaluating the consistency, effectiveness and impact of SEND and inclusion provision across all schools.
- Contribute to trust wide strategy, planning and improvement activity beyond SEND and inclusion where this supports whole Trust priorities.

Teaching and Learning

- Work alongside school leaders and staff to strengthen inclusive classroom practice, ensuring teaching is ambitious, well-structured, and meets the needs of all pupils.
- Support schools to develop and embed high-quality inclusive pedagogy, with a clear focus on access, engagement, and progress for all learners.
- Ensure the curriculum across schools is accessible, coherent, and well-matched to pupils' needs, supporting leaders to adapt provision while maintaining high expectations.
- Coach, model and support SENDCos, inclusion leads, teaching and support staff to build confidence, consistency, and expertise in inclusive practice.
- Promote the effective use of provision mapping to ensure support is purposeful, targeted, and linked to clear outcomes.
- Support leaders and staff to ensure that teaching practices and approaches to behaviour and relationships are closely aligned, promoting a consistent, relational,

and proactive culture in classrooms so that behaviour supports learning and learning routines support positive behaviour.

Securing Accountability, Impact and Value

- Ensure the Trust meets all statutory duties related to SEND, inclusion and equality, providing assurance that policies, processes, and provision comply with legal requirements and that schools fulfil their responsibilities effectively.
- Quality assure SEND and inclusion provision across the Trust, ensuring it is consistently implemented, regularly reviewed, and demonstrably effective.
- Ensure every school has a clear understanding of all pupils, including their compound and overlapping barriers (e.g. learning needs, communication, disadvantage, EAL, SEMH), and that appropriate provision is put in place.
- Oversee and quality assure Pupil Premium Grant (PPG) strategy, spend, and impact reporting, ensuring it is evaluative, adds value, and clearly demonstrates impact on pupils' outcomes.
- Ensure all schools have a clear and effective EAL strategy that supports pupils to develop language, access learning, and make progress across the curriculum.
- Support schools to measure and evaluate the impact of provision and interventions, using evidence to refine practice and improve outcomes.
- Contribute to trust-wide data, review, and assurance processes, ensuring SEND and inclusion information is robust, accurate, and meaningful.
- Advise on the effective deployment of resources, staffing, and funding to ensure value for money and sustainable improvement.
- Work closely with the Director of Education to plan and carry out assurance activity across all schools, acting as a key contributor to termly School Review Meetings, supporting evaluation of provision, impact, and next steps, and helping to drive continuous improvement across the Trust.

Strengthening Community, Partnership and Capacity

- Work collaboratively with Headteachers, senior leaders, SENDCos, and inclusion leads to promote shared ownership of inclusion and consistent practice across the Trust.
- Build and sustain strong partnerships with external professionals, agencies, and organisations to enhance provision and outcomes, and support schools to coordinate the provision of specialist services such as Speech and Language Therapy (SALT) and Occupational Therapy (OT), ensuring their impact is regularly reviewed.

- Support schools in developing positive, trusting relationships with families, ensuring pupils' needs are well understood and supported.
- Lead or contribute to trust-wide professional networks, forums, and development opportunities focused on SEND and inclusion.
- Coordinate and quality assure the Trust's SEND and inclusion school improvement offer, including work with external consultants and advisers.
- Support leaders in developing strategies to ensure pupils and staff have appropriate access to technology, enabling inclusive learning, effective communication, and tools that support independence and engagement.
- Contribute to trust-wide work on ensuring that estates, buildings, and facilities are accessible, safe, and suitable for the needs of all pupils.
- Promote approaches that prepare pupils for life beyond education, supporting schools to develop skills for independence, communication, self-advocacy, employability, and participation in the wider community.
- Contribute to building capacity across the Trust and, where appropriate, beyond it, by sharing expertise, supporting other schools, and contributing to system leadership.
- Play an active role in the Trust's due diligence processes, providing professional insight into SEND, inclusion, curriculum access and provision when assessing potential new schools joining the Trust.

Safeguarding, Conduct and Professional Responsibilities

- Work closely with the Trust Safeguarding and Attendance Lead to ensure that inclusion, safeguarding, attendance and behaviour systems are aligned, enabling coherent support for vulnerable pupils and robust statutory compliance.
- Ensure SEND and inclusion practice aligns with safeguarding requirements, including Keeping Children Safe in Education (KCSiE).
- Promote inclusive approaches that support positive behaviour, wellbeing, and safe learning environments.
- Model the Trust's values, behaviours, and professional standards, acting as a visible and credible leader for inclusion.
- Contribute to policy development, review, and communication with Headteachers and Trustees, ensuring guidance remains current and aligned with Trust expectations.

Other Responsibilities within the Context of the Role

- Provide support and constructive challenge to school leaders on SEND and inclusion improvement activity.
- Work with the Director of Education to develop inclusive pedagogy and trust-wide approaches informed by research.
- Contribute to trust-wide data, review, and assurance processes, ensuring clarity and rigour.
- Support schools in preparation for, and follow-up to, Ofsted inspections.
- Coordinate and quality assure the Trust’s SEND and inclusion improvement offer, including work with external consultants.
- Contribute to Trust communications and policy updates for Headteachers and Trustees.

Responsibilities Across Forward Education Trust

- Work collaboratively with all schools to ensure consistency of standards and expectations.
- Build leadership and staff capacity across the Trust.
- Contribute to trust-wide improvement activity beyond SEND and inclusion where appropriate.

Person Specification

Criteria	Essential	Desirable
Education, Qualification and Professional Development	<p>Qualified Teacher Status (QTS) or equivalent</p> <p>Evidence of further professional development in SEND and/or school leadership</p> <p>Recent participation in relevant professional learning or training</p> <p>NPQSENCo or equivalent</p>	<p>Postgraduate qualification in leadership</p>
Experience, Professional Skills and Knowledge	<p>Significant leadership experience in an educational setting, with a SEND focus</p> <p>Proven track record of improving outcomes for pupils</p>	<p>Experience of working across multiple schools or a Trust</p> <p>Experience of leading external partnerships</p>

	<p>with SEND and driving inclusive school improvement</p> <p>Experience in applying evidence-informed practice and engaging with educational research to drive improvements in SEND and inclusion</p> <p>Strong experience in using assessment data and qualitative information to inform decision-making</p> <p>Experience of supporting schools to align teaching, behaviour, and relational approaches to create consistent and inclusive learning environments.</p> <p>Experience working with multi-agency professionals and coordinating provision such as Speech and Language Therapy (SALT), Occupational Therapy (OT) and other specialist services.</p> <p>Understanding of how technology can support inclusive practice, accessibility, and staff capability.</p> <p>Experience contributing to Ofsted preparation, particularly relating to SEND, inclusion, behaviour and personal development.</p> <p>In-depth understanding of SEND legislation, EHCP processes, and statutory compliance</p> <p>Knowledge of what represents quality in SEND provision</p> <p>Ability to lead, influence, and motivate teams across schools</p>	<p>Familiarity with digital tools for SEND monitoring</p> <p>Experience of leading inclusion beyond SEND e.g. EAL, Pupil Premium, LAC/PLAC</p> <p>Experience of completing assurance activities to evaluate the quality of education in schools</p> <p>Experience supporting or leading inclusion approaches across a multi-academy trust or system-wide setting</p> <p>Experience contributing to school or trust-level digital strategies to enhance inclusive practice</p> <p>Experience working in settings with specialist facilities, adaptations, or complex learning environments</p>
--	--	---

	<p>Experience in curriculum accessibility and inclusive pedagogy</p> <p>Demonstrated impact on teaching and support staff through the delivery of high-quality coaching, professional development, and targeted support, leading to improved practice</p> <p>Excellent communication and interpersonal skills</p> <p>Clear, persuasive communication and stakeholder engagement</p> <p>Strategic thinking and planning abilities</p> <p>Awareness of equity, diversity, and inclusion issues in education</p>	
<p>Personal Qualities and Attributes</p>	<p>Collaborative and supportive leadership style</p> <p>Confidence working across varied school contexts, adapting support to setting needs while maintaining high expectations</p> <p>High levels of integrity, professionalism, and emotional resilience</p> <p>Compassion and empathy in dealing with people and issues</p> <p>Adaptability and resilience in a dynamic educational environment</p> <p>Commitment to lifelong learning and professional development</p>	<p>Innovative mindset and openness to new approaches</p> <p>Ability to contribute to Trust-wide strategic initiatives</p>

	Ability to maintain perspective and demonstrate a positive, solution-focused approach	
--	---	--