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Job Description

Role	Inclusion Lead Practitioner
Grade and Range:	Leading Practitioner Pay Range, Points 8 to 12
Location:	Flying High Partnership HQ
Accountable to:	Director of Inclusion
Date last reviewed:	June 2026

Position Overview

At the Flying High Partnership, we are committed to meeting the needs of every child, providing opportunities that ensure that every child is empowered to achieve. This role will sit at the heart of this mission, ensuring that children with special educational needs and disabilities receive exceptional provision, support and opportunities to achieve their full potential.

The Inclusion Lead Practitioner will provide specialist leadership and expertise across the Partnership, supporting schools to further develop inclusive practice and high-quality provision. The role will work closely with the Director of Inclusion, Education team and school leaders to develop capacity, strengthen Inclusion leadership and ensure that every child receives the support they need to thrive.

The primary purpose of the role is to:

- Be a positive role model, consistently contributing to a strong, inclusive culture across the Flying High Partnership.
- Alongside the Director of Inclusion and the Inclusion Team, actively lead and contribute to the Inclusion Development Plan, playing a key role in shaping, refining, and embedding a cohesive, effective, and ambitious inclusion strategy.
- Provide targeted inclusion support to schools, particularly those requiring intensive improvement support.
- Develop the capacity of SENDCos, Attendance Champions, Behaviour Leads and school leaders across the Partnership.
- Support schools to deliver high-quality, evidence-informed inclusion provision.
- Monitor the effectiveness of inclusion provision across the Partnership and identify priorities for improvement.
- Contribute to inclusion reviews, quality assurance activities and action planning.
- Develop and deliver professional learning for SENDCos, Attendance Champions, Behaviour Leads, teachers, support staff and leaders.
- Liaise with external agencies and specialist services to support schools and improve outcomes for children.
- Identify and disseminate excellent inclusion practice across the Partnership.
- Fulfil an in-school SEND/Inclusion leadership role for the remainder of the working week.

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Main Duties

Leadership

- Contribute to the development and communication of an ambitious vision for Inclusion that reflects the values and aspirations of the Flying High Partnership.
- Support the implementation of the Partnership Inclusion Strategy, specifically around Attendance, Behaviour and SEND.
- Work alongside the Education Team and school leaders to ensure that curriculum, teaching and wider provision effectively meet the complex needs of children.
- Systematically collect, analyse and interpret inclusion intelligence, data and school review information to identify priorities and risks.
- Support the development of Trust-wide approaches, handbooks, toolkits, resources and systems that improve inclusion practice.
- Keep school leaders informed about national developments, legislative changes and emerging best practice.
- Monitor and evaluate the impact of targeted Inclusion support and intervention programmes.

Targeted Support

- Provide targeted inclusion support to schools across the Partnership, including schools requiring stabilising or rapid improvement.
- Provide coaching, mentoring and professional support for SENDCos, Inclusion leaders, Attendance Champions and Behaviour Leads.
- Contribute to Inclusion reviews, supporting schools to identify priorities and implement sustainable improvements.
- Support school leaders with complex inclusion cases, problem-solving and decision-making.
- Provide advice on graduated approaches to Attendance, Behaviour and SEND, EHCP processes, reasonable adjustments and inclusive classroom practice.
- Support schools to secure appropriate provision and funding to meet children's needs.
- Work collaboratively with Headteachers, SENDCos and Inclusion Teams to improve provision and outcomes for children.
- Maintain an up-to-date understanding of Inclusion legislation, research and effective practice and ensure this is disseminated across schools.
- Consistently model exemplary leadership and inclusive practice.



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Building Capacity

- Develop the expertise and confidence of SENDCos, Inclusion Leads, Attendance Champions and Behaviour Leads across the Partnership.
- Lead Inclusion PLCs and other professional learning opportunities to support Inclusion leadership.
- Identify and share effective inclusive practice across schools.
- Support the development and deployment of Inclusion Specialist Teachers.
- Contribute to the development of Partnership resources that strengthen inclusion provision.
- Develop and deliver professional learning opportunities through the Partnership and the Teaching School Hub.
- Support the professional development of teachers and support staff to improve adaptive teaching and inclusive classroom practice.
- Identify future leaders and contribute to succession planning across the Partnership.

Multi-Agency Working

- Develop positive relationships with external agencies and specialist professionals.
- Support schools in engaging effectively with a range of LA agencies including Educational Psychologists, Speech and Language Therapists, Health Services, Local Authority SEND Teams as well as Behaviour and Attendance Support Teams.
- Lead the development of high-quality, bespoke provision to meet the needs of the most complex learners, working collaboratively and effectively with a wide range of teams and professionals to ensure a coordinated, responsive, and impactful approach.
- Promote effective multi-agency collaboration that improves outcomes for children and families.
- Support schools in evaluating the impact of external provision and interventions.

General Duties

- Work as part of the Education Team, ensuring strong communication and collaborative working with Directors, DQASIs, System Leaders, Headteacher Plus's and Lead Practitioners.
- Contribute to the development of new inclusion resources, systems and bespoke provision.
- Act as a critical friend to school leaders and colleagues, providing both support and challenge.
- Promote a positive culture that reflects the values of the Flying High Partnership.
- Stay informed of current research, policy and national developments relating to Inclusion.
- Engage in continuous professional learning and leadership development.

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General Duties

- Be a positive role model, consistently contributing to a strong, inclusive culture across the Flying High Partnership and demonstrating high expectations in all interactions.
- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, copyright etc. reporting all concerns to your line manager.
- Be aware of and support difference and ensure equal opportunities for all.
- Contribute to the overall aims of the Flying High Partnership by engaging as an active member of the Central Team.
- Attend and participate in relevant meetings as required.
- Participate in training and other learning activities and performance development as required.
- Recognise own strengths and areas of expertise and use these to advise and support others.
- Be a flexible and supportive member of the team.
- To perform any other task under the reasonable direction of your Line Manager which could include assisting in other areas of the Central Team and schools.

Skills and Experience Required:

	Essential	Desirable
Qualifications, Education and Training		
Degree educated with QTS	AF	
NPQ SEND and/ or National Award for SENDCos	AF	
NPQSL		AF
Evidence of a commitment to ongoing learning and continuous professional development	AF/I	
Experience		
Strong track record in primary education	AF	
Successful experience in Inclusion leadership	AF	
Strong record, with evidence of impact, in inclusion.	AF/I	
Evidence of managing or making a substantial contribution to	AF/I	

the effective management of change.		
Successful experience of Multi Agency working.	AF/I	
Have experience of leading, developing and facilitating professional learning.		AF/I
Experience in system leader as a specialist teacher, SLE or in informal roles.		AF
Skills, Knowledge and Aptitudes		
Strong knowledge of education and inclusion policy developments and implication for in-school practices	AF/I	
Detailed knowledge of all areas of Inclusion	AF/I	
Exceptionally skilled in developing and enabling others	AF/I	
A clear understanding of what constitutes an exceptional school	AF/I	
Ability to analyse and interpret data to inform decision making	AF/I	
A skilled partnership worker	AF/I	
A skilled communicator	AF/I	
A track record that demonstrates an ability robustly challenge underperformance and communicate high expectations to all	AF/I	
Personal Qualities/Attributes		
Have high expectations for themselves and the people they work with	AF/I	
Enjoy the respect, trust and confidence of local school leaders	AF/I	
Be adaptive and responsive to change	AF/I	
Possess excellent written and oral communication skills	AF/I	
Has the ability to inspire and motivate others	AF/I	
A fantastic team player, able to be a positive addition to the central team	AF/I	
Special Requirements		
Unshakeable high expectations for all children to achieve	AF/I	



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Be committed to the mission, vision and values of the Flying High Partnership	AF/I	
To model the Flying High Partnership behaviours	AF/I	
Be prepared to engage in any CPL opportunities that arise to support the development of the role.	AF/I	
Be prepared to work flexibly and be deployed wherever needed within 50 miles of Flying High HQ	AF/I	
Relate well to colleagues and be able to establish and maintain good working relationships quickly in sometimes difficult contexts	AF/I	
Have a good sense of humour and a positive solution focused attitude	AF/I	

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