



Head of Inclusion

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

Head of Inclusion

About the Role

Are you passionate about all pupils learning, achieving, contributing and thriving? Are you committed to continuing to develop our academies as safe spaces where all can have life in all its fullness?

The Diocese of Coventry Multi Academy Trust is on an aspirational journey to achieve educational excellence for all. The Trust seeks to build a better future for all within our academies who in turn will positively impact their communities. People within the Trust work as part of the broader Trust family, benefitting from peer support and wide opportunities for personal development.

We are looking to appoint a Head of Inclusion. This newly created role presents a rare and exciting opportunity for an outstanding leader with a proven track record to influence our academies' practice, at scale, strengthen leadership capacity, and make a profound impact on outcomes for children and young people. This role will be instrumental in ensuring we live out our Christian vision of 'Life in all its Fullness' for all. Working within the education team, you will lead our strategic approach to inclusion. You will lead on SEND, Disadvantaged and EAL across our Trust, ensuring that provision is consistently strong across all our academies.

In return we can offer:

- A fixed term (to 31 August 2028) opportunity for 3 days a week, secondments will be considered
- A salary of L13 to L17 (£69,596 to £76,772 pro rata)
- Eligibility to join an excellent pension scheme
- A supportive network of professional colleagues
- A strong culture of professional development, including access to apprenticeship levy development
- The opportunity to be part of an aspirational organization and contribute to its development and growth
- Employee Assistance Programme
- Cycle to Work Scheme
- Employee Benefits 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. Please contact Leah Baddeley, our Chief Education Improvement Officer, directly on Leah.Baddeley@covmat.org for an informal discussion about the post.

Please note the closing date for applications is 8am on Monday 20 April 2026. Please apply through My New Term's 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 on Thursday 30 April 2026.

Job Description

KEY PURPOSE

To provide strategic trust wide leadership and oversight of SEND, Disadvantaged and EAL. The Head of Inclusion will ensure that all pupils experience a safe and inclusive education. They will ensure that barriers are removed, wherever they exist, to the presence, participation, and learning of all children, so that all children learn, achieve, contribute and thrive. They will be responsible for the Inclusion strands of the Trust wide strategic plan. They will support headteachers in continuing to develop their academies inclusive approaches, leading professional development and seeking and sharing best practice from both within and outside the trust.

ACCOUNTABILITIES

The post holder will be line managed by the Chief Education Improvement Officer.

The post holder may be required to line manage a small inclusion team and/or outsourced inclusion provision

PRINCIPAL RESPONSIBILITIES

STRATEGIC LEADERSHIP

- Shape, develop and implement a trust wide strategic plan for Inclusion including approaches to SEND, PP and EAL.
- Provide expert strategic leadership on all aspects of inclusion, ensuring that provision across the Trust is coherent, consistent and rooted in strong classroom practice.
- Model collaborative leadership, working with and alongside Headteachers, providing expert support to SENCOs, PP leaders and inclusion leads to strengthen inclusive systems and practice.
- Ensure inclusion and SEND are reflected clearly and honestly in leadership expectations, policies, professional development and quality assurance processes.
- Provide transparent, evidence-informed advice to the CEIO on SEND/PP, inclusion and equity, including strengths, risks and areas for development.
- Carry out the role of Deputy Designated Safeguarding Lead across the trust.
- Act as a role model to other staff in delivering the trust's responsibilities to safeguard and promote the welfare of children and young people

INCLUSIVE PROVISION

- Championing inclusive, adaptive teaching and curriculum as the foundation of support for all learners, informed by a strong understanding of a wide range of SEND.

- Providing strategic oversight of SEND systems and practice, including identification, provision, review, and transition, ensuring statutory responsibilities are met with consistency and integrity.
- Supporting and developing SENCOs/ PP leads/EAL leads as strategic leaders of inclusion and teaching, not solely managers of processes.
- Ensuring targeted provision for pupils/students with SEND and other vulnerable groups is purposeful, proportionate and evaluated collaboratively.
- Promoting trauma-informed and relational approaches that complement, rather than replace, high-quality SEND practice.
- Working with leaders to address patterns of underachievement or marginalisation openly and constructively, maintaining high expectations for pupils/students with SEND and other vulnerable learners.
- Supporting meaningful partnership with families, carers, local authorities, and external professionals, grounded in trust and shared understanding.
- Assess and report on the development, progress and attainment of SEND and other vulnerable learners across the trust

QUALITY ASSURANCE AND IMPACT

- Ensure SEND and inclusion are central to Trust quality assurance and improvement work, approached as shared learning rather than judgement.
- Use data, professional dialogue, and pupil/student experience to evaluate the impact of SEND/PP provision and inclusive practice, with honesty about what is effective and what needs to improve.
- Support leaders in developing a shared and credible understanding of SEND and inclusion across the Trust.
- Quality assure each academy's PP strategy.

PROFESSIONAL LEARNING AND CAPACITY BUILDING

- Lead professional development that strengthens SEND knowledge and inclusive practice across all staff.
- Build leadership capacity so that SEND and inclusion are understood as collective responsibilities, with clear roles and shared accountability.
- Create networks and opportunities for SENCOs and leaders to collaborate, share expertise and improve practice together.

SUPPORTING THE WORK OF THE MULTI ACADEMY TRUST

As part of the Diocese of Coventry Multi Academy Trust, the Head of Inclusion 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.

In rare occasions, the Head of Inclusion may be expected to stand in for a school leader during periods of absence.

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 \(www.gov.uk\)](https://www.gov.uk/government/organisations/disclosure-and-barring-service)

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

Personal Qualities, Qualifications and Experience		Measured By				
		Essential	Desirable	Application	Interview Process	References
Qualifications and Experience						
1	Qualified Teacher Status (QTS)	✓		✓		
2	Degree or equivalent qualification	✓		✓		
3	Evidence of continued professional development related to inclusion, SEND, safeguarding, or equality.	✓		✓		
4	NPQSL/NPQH or relevant NPQ in SEND/Inclusion.		✓	✓		
5	Postgraduate qualification in SEN, Inclusion, Educational Leadership, or a related field.		✓	✓		
6	Significant leadership experience within a school or trust context.	✓		✓	✓	✓
7	Proven track record of leading and improving inclusive practice, particularly in relation to SEND, disadvantaged pupils/students and vulnerable groups.	✓		✓	✓	✓
8	Experience of working with external agencies (e.g. local authorities, health, social care, educational psychology).	✓		✓	✓	✓
9	Demonstrable impact of pupil/student outcomes, attendance, behaviour, or wellbeing through inclusive strategies.	✓		✓	✓	✓
10	Experience of working across more than one school		✓	✓	✓	✓
11	Experience of strategic planning and implementation at school level.		✓	✓	✓	✓
12	Experience of line-managing senior leaders of specialist inclusion staff (e.g. SENCOs, safeguarding leads).		✓	✓	✓	✓
Knowledge and understanding						
1	In-depth knowledge of SEND Code of Practice, Equality Act 2010, and statutory guidance relating to inclusion and safeguarding.	✓		✓	✓	✓
2	Practice, Equality Act 2010, and statutory guidance relating to inclusion and safeguarding.	✓		✓	✓	✓
3	Strong understanding of inclusive curriculum and effective inclusive teaching and learning strategies.	✓		✓	✓	✓
4	Knowledge of current national priorities and best practice in inclusion, behaviour, attendance and wellbeing.	✓		✓	✓	✓
5	Understanding of inspection frameworks and accountability measures in relation to inclusion.	✓		✓	✓	✓
6	Knowledge of mental health provision, trauma-informed practice and alternative provision	✓		✓	✓	✓
7	Understanding of trust governance structures and the role of central services in a MAT.		✓	✓	✓	✓
8	Display understanding and leadership skills in ensuring all staff maintain their commitment to safeguarding	✓		✓	✓	✓

Skills and abilities						
1	Strategic thinker with the ability to translate vision into practical, sustainable action.	✓		✓	✓	
2	Strong leadership and interpersonal skills, with the ability to influence and inspire across multiple schools.	✓		✓	✓	
3	Excellent communication skills, both written and verbal, with a range of stakeholders.	✓		✓	✓	
4	Ability to analyse data to identify trends, priorities and impact.	✓		✓	✓	
5	Effective problem-solving skills and the ability to manage complex and sensitive issue.	✓		✓	✓	
6	Passion for improving life chances for all children and young people	✓		✓	✓	
7	Ability to innovate and lead change in complex environments.		✓	✓	✓	
Personal qualities						
1	Clear commitment to equity, diversity and inclusion.	✓			✓	
2	High levels of integrity, resilience and emotional intelligence.	✓			✓	
3	Collaborative and solution-focused approach.	✓			✓	
4	Commitment to continuous improvement and reflective practice.	✓			✓	
5	Passion for improving life chances for all children and young people	✓			✓	
6	Ability to innovate and lead change in complex environments.		✓		✓	

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

Signed

Date