



Inclusion Lead Job Description

Job Title:	Inclusion Lead
Grade:	South Bucks main pay scale or upper pay scale (dependent upon experience) + SEN point
Reporting To:	Headteacher and Deputy Headteacher
Overall purpose:	To be responsible for a high quality provision for pupils with SEND and those eligible for pupil premium funding. To provide professional guidance and support for staff in relation to issues of SEND. To ensure high quality teaching and learning in the ARP and SEND classroom. To work closely with the SLT to ensure the quality of provision within the school and the use of support staff is strong. The Inclusion Lead will champion the school's values and vision by fostering a culture where every pupil is supported to achieve their full potential academically, socially, and emotionally.

Key Responsibilities and Duties

Leadership and Coordination of SEND Provision

- Lead and coordinate the SEND provision across the school, ensuring compliance with all statutory duties, including Education, Health and Care Plans (EHCPs) and SEND Code of Practice.
- Oversee the school's Additional Resource Provision (ARP), providing specialist support, monitoring pupil progress, and adapting provision to meet evolving needs.
- Provide reports and updates to the Headteacher and Governing Body on the effectiveness of provision for and achievements of SEN pupils.
- Attend parent consultation evenings for key pupils.
- Complete SEND funding applications.
- Manage and respond to consultations.
- Prepare for and conduct annual reviews for pupils with an EHCP.
- Collaborate effectively with professionals, teaching staff and support staff to embed inclusive practices throughout the school.
- To support the ARP team and SEND HLTA to plan for and teach their pupils.
- In partnership with the SLT, monitor teaching and learning, including planning and work scrutiny, to ensure they meet the needs of children with SEND.
- Model excellent inclusive teaching and support colleagues as appropriate.

Management of Pupil Premium Funding

- Manage the Pupil Premium budget strategically to maximise impact on the achievement, wellbeing, and inclusion of disadvantaged pupils, ensuring transparency and accountability.
- Monitor and evaluate the effectiveness of interventions funded through Pupil Premium, adjusting approaches based on data and evidence.

Collaboration and Partnership

- Work closely with parents, carers, and external agencies (such as educational psychologists, health professionals, and social services) to promote holistic support for pupils.
- Build positive relationships with all stakeholders to foster a shared commitment to inclusion and pupil success.
- Liaise with the SaLT and OT co-ordinating provision for pupils with SEND.
- Liaise with other schools to ensure continuity of support and learning when transferring SEND pupils.

Professional Development and Staff Support

- Provide training, guidance, and ongoing professional development to staff on effective inclusion strategies, SEND best practices, and adaptations to meet diverse learner needs.
- Support staff in developing their confidence and skills in delivering inclusive teaching and learning. To lead, manage and work collaboratively with colleagues.
- Performance management of all Teaching Assistants.
- Organise and lead school-based INSET and staff meetings, as well as TA meetings as appropriate.
- Monitor the training needs of support staff in the school and in collaboration with the senior leadership team ensure that they are met.
- Keep up to date with knowledge of national and local initiatives and how they may impact on policy and practice.
- Undertake professional development activities to increase own effectiveness

Data Analysis and Targeted Interventions

- Use pupil data and assessment outcomes to track progress and identify barriers to learning.
- Lead the development and implementation of targeted interventions to close attainment gaps and promote wellbeing.
- Monitor and evaluate the effectiveness of SEN provision through an evaluative provision map management cycle.
- Track children's progress and set targets for raising achievement for children with a SEND.
- Ensure up to date and accurate records are kept of all interventions for individual children.

Strategic Leadership and School Improvement

- Contribute actively to the school's strategic leadership team, supporting whole-school improvement planning with a focus on inclusion and equity.
- Participate in self-evaluation and external inspection preparation, evidencing the impact of inclusion initiatives.
- Update and review all policies related to SEND.

Professional Standards

- Keep abreast of school policies and working practices and be aware of the functions of the Governing Body.
- Set a good example to all the school's pupils in the manner of appearance and personal conduct.
- Establish effective working relationships with colleagues and relevant outside agencies.

- Maintain confidentiality at all times and prevent disclosure of confidential and sensitive information
- Assist the Headteacher with recruitment of staff as required.
- Undertake any other duties of a similar level and responsibility as may be required

Safeguarding

The Inclusion Lead has a critical responsibility to promote and safeguard the welfare of all pupils at Holtspur School and Pre-School. This includes:

- Working in line with statutory safeguarding guidance such as *Keeping Children Safe in Education* and the school's safeguarding policies.
- Collaborating closely with the Designated Safeguarding Lead (DSL) to identify and address any safeguarding concerns related to vulnerable pupils, including those with SEND.
- Ensuring that all inclusion practises uphold the highest standards of pupil safety, wellbeing, and dignity.
- Promoting a safe and inclusive school culture where pupils feel secure, valued, and supported.

This post requires a DBS check as it is classed as regulated activity. An Enhanced DBS and satisfactory references will be obtained prior to commencement of employment.



Inclusion Lead Person Specification

Selection Criteria

Essential

- Possess a good degree and have attained Qualified Teacher Status.
- Excellent classroom practice demonstrated through positive pupil outcomes.
- Proven effective leadership experience within a primary school.
- Experience of developing and maintaining SEND support plans including the planning and recording of appropriate targets, actions and outcomes.
- Experience of planning and providing structured learning opportunities for pupils with SEND implementing specialist advice as appropriate.
- Experience of directing support staff in their work with pupils.
- Experience of providing accurate and informative verbal and/or written feedback about individual pupil progress to parents/carers, pupils, the next year teacher or next school.
- Possess a good working knowledge of the requirements of statutory assessment and EHC Plans and reporting procedures.
- Strong knowledge of SEND statutory frameworks and inclusion best practices within primary education.
- Effective leadership and management skills and experience.
- Excellent interpersonal and communication skills.
- Data literacy to analyse pupil progress and use evidence to inform interventions and resource allocation.
- Strategic thinking and ability to work as a team.
- Strong organisational skills and the ability to manage a complex workload.
- Empathy and a strong commitment to inclusion.
- Adaptability and problem-solving skills.
- Honesty

Desirable

- Experience of leading or working within a Primary School ARP.
- Experience of working at a strategic level advising on the development of school policies and plans related to SEND.
- Experience of support staff management.
- National Professional Qualification for SEN Coordinators (NPQ SENCO) or NASENCO