



Abbey View Primary Academy and Nursery



Job Role
Inclusion Lead

Start date

September 2026 - Pending satisfactory clearance of all pre- employment checks

For further information please visit our website:
<https://www.abbeyviewprimaryacademy.org/> or to discuss the role further please contact our Principal Ms Mirza, via email: office@avpa.school or telephone: 01494 939 830
To learn more about the Trust please visit please visit www.ifptrust.co.uk



About **Abbey View Primary Academy and Nursery**

Abbey View Primary Academy is a thriving, dynamic academy that has grown from strength to strength since opening just over five years ago. Now a full one form entry primary with children from nursery to year 6, we are excited to welcome a highly motivated and enthusiastic teaching assistant to our warm, inclusive, and high achieving learning community.

Abbey View Primary Academy is set in a beautiful area with views overlooking High Wycombe and the picturesque Wye Valley. The outdoor environment will be a key component of our vision and we are committed to ensuring pupils use this to enrich their learning, through exploration and play.

Abbey View is a vibrant academy where children are enthusiastic and motivated to achieve. We want our children not just to achieve, but to exceed expectations and attain the very best results they can academically, creatively and personally. There is no doubt that Abbey View is an exciting place to be for children, staff, parents and the local community.

Message from the Principal

Abbey View Primary Academy is committed to delivering inspirational learning opportunities that are fun, purposeful and challenging. We want our children not just to achieve, but to exceed expectations and attain the very best results they can academically, creatively and personally.

Our pupils will take ownership of their learning, becoming highly aspirational and resilient learners who are able to make positive contributions to life in modern Britain. Our pupils are at the heart of every decision we make and we offer a safe, nurturing and creative learning environment, which will enable us to foster a passion for learning and curiosity in a happy and supported way.

The academy has a dedicated team that works hard to reach high standards in everything we do and this is further embedded through our successful relationships with parents, the local community and the other academies in the Inspiring Futures Partnership Trust. Staff, supported by trustees, work hard to deliver a rich and challenging curriculum, preparing pupils for the next stage of their education and helping them acquire the skills and enthusiasm needed to embrace the opportunities, responsibilities and experiences of later life. The ethos and vision for the academy culminates in our motto: 'Learning Today...Leading Tomorrow' and this underpins everything we do.

Ms M Mirza



Vision, Values and Ethos

Abbey View Primary Academy has a very clear vision which is shared by all children, staff, parents, carers and trustees. We strive to ensure that our children are always at the centre of what we do and are encouraged to be confident and engaged with their own learning.

Our Vision

Our Vision is that our pupils will take ownership of their learning, become highly aspirational and able to make positive contributions to life in modern Britain.

All members of Abbey View's learning community are driven by our motto: **Learning Today...Leading Tomorrow**'.

To achieve our vision of providing a first class academic and social education for all our pupils, Abbey View Primary Academy will:

- Provide an outstanding primary education for all children attending the academy
- Deliver the highest standards of attainment and outcomes for all children
- Develop children's resilience, independence and creativity
- Provide a healthy, safe and happy environment where everybody matters (children, parents and staff) and feels safe
- Promote equality and appreciation of diversity through an inclusive culture
- Be a key focal point of the new local community helping that community to thrive
- Meet the individual needs of children and their families within a trust-wide framework based on a proven model of outstanding teaching and learning
- Recognise the individuality of the academy within the Trust
- Be a member of the Inspiring Futures Partnership Trust, drawing on the expertise and capacity of Chepping View Primary Academy and Kingsbrook View Primary Academy to deliver outstanding provision

Our Values:

At Abbey View, we believe that a strong moral code will empower children to be effective learners and good citizens.

We work hard to instil our core values of determination, aspiration, respect and teamwork throughout our academy. These values are central to our unique character and ethos and will help our children on their journey to achieving success for themselves and success for others.

Abbey View Primary Academy also positively promotes fundamental British values which include mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.



Job Description- Inclusion Lead

Are you an experienced Inclusion Lead or SENDCo seeking your next challenge, or an ambitious teacher passionate about inclusion and supporting vulnerable pupils?

At Abbey View Primary Academy, we are proud to be a nurturing and inclusive academy where every child is known, valued, and supported. We are committed to high expectations and to removing barriers so that all pupils can thrive personally and academically.

This is an exciting opportunity to lead and further develop our inclusive provision, with a focus on SEND alongside wider vulnerable groups, including Pupil Premium pupils. You will play a pivotal role in shaping a culture of inclusive practice and strong outcomes for all children. This post is ideal for someone ambitious, reflective, and motivated to ensure equity of opportunity.

Inclusion Lead Job Role:

As Inclusion Lead, you will be a highly effective classroom practitioner and a passionate advocate for all vulnerable pupils. While SEND will form a core part of your role, you will also lead provision for disadvantaged pupils and other vulnerable groups such as young carers, pupils experiencing attendance challenges, and those with safeguarding considerations.

Working closely with the Principal, Trust Inclusion Lead and other senior leaders, you will:

- Lead the strategic development of SEND and whole academy inclusion
- Ensure high quality provision for SEND and other vulnerable groups
- Support staff to deliver adaptive, inclusive teaching
- Remove barriers to learning and improve outcomes across the academy

This role is suited to someone values driven, strategic and committed to equity, with the ability to positively influence whole academy practice.

The successful candidate will:

- Hold QTS and ideally either the National Award for SEND Coordination or the National Professional Qualification in Leading SEND, or a commitment to work towards it
- Have strong experience supporting pupils with SEND across the primary phase
- Demonstrate a proven ability to improve outcomes for SEND and vulnerable groups, including Pupil Premium pupils
- Be an excellent classroom practitioner, modelling high quality inclusive teaching
- Show a genuine passion for inclusion and commitment to removing barriers to learning
- Maintain consistently high expectations for all pupils, underpinned by a strong moral purpose
- Work effectively with families, colleagues, and external agencies
- Communicate confidently and build positive, professional relationships with all stakeholders
- Contribute as a collaborative team player while also confidently leading and influencing others
- Commit to ongoing professional development and reflective practice

We can offer the successful candidate:

- A working environment which is vibrant, professional, kind, caring and inclusive
- A highly rewarding learning environment with pupils who are committed to their education
- A team of highly dedicated individuals who put the children at the centre of everything they do
- A highly supportive multi-academy trust of like-minded academies who work collaboratively and supportively with each other



- An opportunity to grow and develop as a professional through high quality bespoke professional development and support the professional growth of other staff through coaching and mentoring
- A commitment to staff well-being and reduced workload
- An opportunity to join and actively contribute to the development of Inspiring Futures Partnership Trust
- An opportunity to participate in teacher training and school to school support

Abbey View Primary Academy and the Inspiring Future's Partnership Trust are committed to safeguarding children, promoting the welfare of children and expects all staff and volunteers to share this commitment. An enhanced DBS and qualifications check will be carried out upon appointment of all successful candidates.



Job Description- Inclusion Lead

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| Job title | Inclusion Lead |
| Grade | Leadership Pay Scale L1-L5 £51,773 - £57,137 (FTE) |
| Hours | 4 or 5 days per week, flexibility for the right candidate. |
| Contract | Permanent |
| Starting date | 1st September 2026- Pending satisfactory clearance of all pre-employment checks |
| Closing date | 3 rd May 2026 (6:00pm) |
| Early applications are encouraged; we reserve the right to interview strong applicants before the closing date of this advert | |

Job Purpose:

The Inclusion Lead will:

- Lead the strategic development of SEND and inclusion across the academy, with SEND as a core focus
- Ensure the academy is legally compliant with all statutory duties relating to SEND and Pupil Premium
- Be responsible for day-to-day implementation of the SEND and Inclusion policies and work with class teachers to co-ordinate specific provision to support individual vulnerable pupils
- Provide professional guidance to colleagues, working closely with staff, parents and other agencies
- Advise on the deployment of the delegated budget and other resources to effectively meet pupils' needs
- Be a designated safeguarding lead, focusing on the pupils with SEND and LAC
- The Inclusion Lead will be expected to fulfil the responsibilities of a teacher, as set out in the STPCD and Teachers' Standards
- Drive a whole academy culture of inclusion, belonging and high expectations, placing accessibility and inclusion at the heart of all strategic and operational decision-making
- Advocate for the needs of our SEND and other vulnerable groups seeking external professional support as needed and making relevant referrals to external agencies

Duties & Responsibilities:

Teaching and learning:

- Champion high quality adaptive teaching to meet the needs of SEND pupils and wider vulnerable groups
- Identify and adopt the most evidence based effective teaching approaches for all vulnerable pupils, monitor teaching and learning activities to meet the needs of all vulnerable pupils
- Consult with other schools and academies to ensure continuity of support and learning for transferring vulnerable pupils
- Promote inclusive best practice and contribute to the aims and ethos of the Academy
- Stay up to date with research to ensure pupils are taught in the most appropriate way for their needs
- Identify resources needed to meet the needs of vulnerable pupils and, where appropriate, manage the vulnerable pupil budgets and other related grants, such as Inclusion funding and Pupil Premium
- Support teachers to set and achieve targets for raising achievement and ensuring progress among SEND pupils and other vulnerable groups as appropriate



Attendance and Behaviour:

- Work with senior leaders to promote good attendance among vulnerable pupils
- Support staff in implementing effective behaviour strategies
- Work closely with families and external agencies to support pupils
- Help remove barriers to attendance and engagement

Personal Development and Well-being:

- Ensure all vulnerable pupils can access a rich personal development offer
- Support pupils' emotional well-being and sense of belonging
- Monitor and track pupils' attendance of clubs and extra-curricular activities
- Promote inclusion in wider academy life, including clubs and enrichment

Leadership and Management:

- Work with the wider Senior Leadership Team with the Academy and across the Trust, Trustees and Academy Committee on the strategic development of SEND and inclusion including reviewing and formulating appropriate policies
- Ensure all members of staff are able to recognise and fulfil their statutory responsibilities to SEND and other vulnerable pupils
- To line manage a given number of teaching assistants, as appropriate
- To be involved in the appointment of teaching assistants, as appropriate
- To work with the wider Senior Leadership Team and other key staff on developing the effectiveness of transition arrangements between year groups, including Foundation Stage to Year 1 and Year 6 to secondary school
- Develop links with Trustees, the Academy Committee, the Local Authority, external agencies and neighbouring schools and academies
- Maintain an accurate SEND and vulnerable pupil register and quality assure all vulnerable pupil provision maps
- Provide training opportunities for teachers and teaching assistants to learn about inclusion, including whole-Academy INSET
- Disseminate evidence based good practice in inclusion across the Academy, including advising on the graduated approach
- Support pupil progress meetings, recording agreed provision within provision maps
- Liaise and work with early years providers, other settings, educational psychologists, health and social care professionals and other external agencies
- Be aware of the provision in the local offer
- To keep abreast of developments in SEND and inclusion (e.g. research, changes to the law, White Paper proposals) and inform staff, parents/carers and the Academy Committee as necessary
- To attend appropriate training, CPD and conferences and provide feedback to colleagues
- Lead CPD on SEND and inclusion matters as needed across the whole Academy
- Work with the wider Senior Leadership Team to plan the overall deployment of teaching assistants throughout the Academy
- Undertake SEND and inclusion self-evaluation, contributing to the Academy SEF and improvement plan and planning for continuous improvement in inclusion practice
- Model good practice in teaching vulnerable pupils, including those with SEND and those with severe complex needs
- Collect and interpret specialist assessments and tracking data and share with other staff, the Academy Committee, external professionals, and parents as appropriate



- Implement and evolve systems for identifying SEND and barriers linked to vulnerability and assessing and reviewing SEND and inclusion provision, following Trust-wide systems, where appropriate. This includes creating and monitoring EHC plans, provision maps and with class teachers and teaching assistants
- Update the Principal and Academy Committee on the effectiveness of provision for all vulnerable groups
- Support teachers to keep parents/carers informed about their child's progress through individual meetings and at parents' evenings
- As necessary, write and submit applications for EHCPs and co-ordinate and chair annual review meetings
- Assist leaders and teachers in making applications for additional support, time and/or specific papers for end of Key Stage assessments
- Advocate for the needs of SEND and vulnerable pupils across all aspects of academy life.

Safeguarding:

- Be a fully trained designated safeguarding lead (DSL)
- Liaise and collaborate with other designated safeguarding leads (DSL) on matters of safeguarding and welfare for vulnerable pupils, including those with SEND, in the whole academy
- Promote and safeguard the welfare of children, young and vulnerable people that you are responsible for or come into contact with.

This Job Description should be read alongside the professional duties of teachers as set out in the School Teachers' Pay and Conditions Document and the Teacher Standards.



Person Specification

| | Essential | Desirable |
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| Qualifications | <ul style="list-style-type: none"> • Holds Qualified Teacher Status • Ideally holds the National Award for SEND Coordination or the National Professional Qualification in Leading SEND, or a commitment to work towards it | <ul style="list-style-type: none"> • Evidence of continued professional development with a particular focus on SEND, inclusion and/or wider vulnerability |
| Experience | <ul style="list-style-type: none"> • At least 3 years' teaching experience within the primary phase • Experience of working collaboratively with colleagues • Experience of teaching pupils across different primary phases/key stages • Experience of supporting pupils with a range of SEND needs and other vulnerabilities (e.g. disadvantaged pupils, Pupil Premium, LAC, attendance needs, safeguarding concerns) • Experience of setting targets and monitoring, evaluating and recording pupil progress | <ul style="list-style-type: none"> • Experience of working at a whole-school level • Experience of leading a team initiative or area of development (e.g. inclusion, behaviour, pastoral support) • Experience of working alongside teachers to improve inclusive practice • Involvement in school self-evaluation and development planning • Experience of training or coaching colleagues • Experience of managing or contributing to budgets (e.g. Pupil Premium, SEND funding) • Experience of working with external agencies to support vulnerable pupils and families |



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| Knowledge and understanding | <ul style="list-style-type: none"> • A secure knowledge of the SEND Code of Practice and its application • Understanding of effective strategies for supporting a wide range of vulnerable pupils within a mainstream classroom • Strong understanding of high quality, adaptive teaching and its impact on pupil outcomes • Knowledge of positive behaviour and relational approaches, including supporting pupils with SEMH needs • Understanding of the EHCP process and required evidence • Ability to use assessment and tracking data to identify gaps and inform provision for vulnerable groups • Understanding of barriers to learning, including disadvantage, attendance, safeguarding and family context • Knowledge of the role of multi-agency professionals (e.g. Educational Psychologists, social care, health services) • Awareness of the wider primary context and current initiatives to raise standards and promote equity | <ul style="list-style-type: none"> • Knowledge of effective transition processes across phases • Understanding of funding streams (e.g. SEND, Pupil Premium) and how to maximise impact • Knowledge of approaches to support pupils with speech, language and communication needs or EAL • Familiarity with trauma-informed and inclusive practice frameworks • Knowledge of the Norfolk Steps approach (Step-On and Step-Up) |
| Skills and abilities | <ul style="list-style-type: none"> • Ability to deliver high-quality teaching within the primary phase • Ability to promote inclusive practice that meets the needs of all learners • Ability to inspire, motivate and support staff to improve outcomes for vulnerable pupils • Ability to empathise with and advocate for pupils and families • Ability to coordinate support from a range of internal and external professionals • Ability to lead and manage staff effectively, including teaching assistants • Strong analytical skills, with the ability to interpret data and make informed decisions • Excellent communication skills, both written and verbal • Ability to present information clearly to a range of stakeholders, including parents and external agencies • Confident and effective use of IT | <ul style="list-style-type: none"> • Experience of delivering staff training or leading professional development • Ability to influence whole-school practice and drive improvement in inclusion |



Personal qualities

- A strong commitment to inclusion and ensuring the best outcomes for all pupils
 - A belief that every child can succeed, with a strong moral purpose and growth mindset
 - Commitment to upholding and promoting the values and ethos of Abbey View Primary Academy
 - Enthusiastic, positive and solution-focused
 - Reflective, motivated and committed to continuous professional development
 - High levels of integrity, professionalism and reliability
 - Ability to work collaboratively as part of a team
 - Resilient, adaptable and able to respond positively to challenge
- Demonstrates leadership potential and ambition to contribute to whole-school improvement
 - A passion for championing equity and improving outcomes for all vulnerable groups



Further Information:

For more information about our Academy please visit our website www.abbeyviewprimaryacademy.org.uk or to discuss the role further please contact our Principal, Ms M Mirza, via email: office@avpa.school or telephone: 01494 939830

Visits:

Visits to the Academy are warmly welcomed but need to be arranged in advance. Please email: office@avpa.school or call: 01494 939830 to arrange a visit

Application Process:

As part of the application process we invite applicants to complete an online My New Term application form via the Trust's online recruitment portal My New Term. Please include a personal statement that should outline your suitability for the post by referring to the job description and person specification.

In compliance with Safer Recruitment guidelines, CV's cannot be accepted and you will need to complete an online My New Term application form to be considered for this position

Shortlisting:

Candidates will be notified if they have been successful for interview.

Early applications are encouraged, we reserve the right to interview strong applicants before the closing date of this advert.

Abbey View Primary Academy and the Inspiring Futures Partnership Trust is committed to safeguarding and promoting the welfare of children and young people, and expects all staff and volunteers to share this commitment. Online searches will be completed prior to shortlisting and an enhanced DBS check will be sought from the successful candidate.

