

Head of SEND & Inclusion



Bright Futures



Bright Futures Educational Trust (The Trust) is a multi-academy trust set up in 2011. The Trust is made up of a richly diverse group of schools in Greater Manchester and Blackpool. We are passionate about working together within and beyond the Trust to achieve our aspirational vision: the best for everyone, the best from everyone. We are an organisation that is underpinned by values of: community, integrity, and passion. In everything we do, we remember that we are accountable to the children, families, and communities that we serve.

Leadership



Integrity



Passion



Community



Equality



Resilience



**Acre Hall
Primary School**
BRIGHT FUTURES EDUCATIONAL TRUST



**Altrincham Grammar
School for Girls**
BRIGHT FUTURES EDUCATIONAL TRUST



**Barton Clough
Primary School**
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**Cedar Mount
Academy**
BRIGHT FUTURES EDUCATIONAL TRUST



**Elmridge
Primary School**
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**Lime Tree
Primary Academy**
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**Melland
High School**
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**Marton Primary
Academy and Nursery**
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**Rushbrook
Primary Academy**
BRIGHT FUTURES EDUCATIONAL TRUST



**The
Orchards**
BRIGHT FUTURES EDUCATIONAL TRUST



**Stanley Grove
Primary Academy**
BRIGHT FUTURES EDUCATIONAL TRUST

Our schools have their own identities, form one organisation and have one employer, Bright Futures Educational Trust. Bright Futures' Board of Trustees maintains strategic oversight of the Trust and delegates some of its responsibilities to the Executive Team, Principals and local governing bodies. We place a high value on integrity and probity and take seriously our accountabilities for making the best use of public money. How decisions are made is described in our delegation framework. You can find out more about the Trustees and the Executive Team on our website: [About Us - Bright Futures Educational Trust \(bright-futures.co.uk\)](https://bright-futures.co.uk)

The Central Team includes the Executive Team: Lisa Fathers, CEO; Anna Sharpley, Chief Finance & Operations Officer; Sarah Schollar, Director of Education and Jayne Carmichael, Director of Professional Learning & Partnerships.

The focus of these roles is to work with schools, providing high quality and timely guidance, leadership, challenge, and support. In addition to the Executive Team, we have central operations for finance, communications and marketing, HR, educational psychology, and digital technologies. Please see our website brochure which explains our central operations: [Why-Join-Bright-Futures](#)

Professional Development Institute

Bright Futures Professional Development Institute is another important outward facing component of our organisation.

Underneath this umbrella we have several hubs. [Bright Futures Training](#) which provides school improvement services and CPD to over 700 schools, a North West Maths' Hub [NW1 Maths Hub](#), providing mathematics training and coaching to 500 schools, and a SCITT (School Centred Initial Teacher Training) [Bright Futures SCITT](#), which is the largest in the North West. Within the Development Institute, Bright Futures also has two [Teaching School Hubs](#), serving Manchester, Stockport, Salford, and Trafford. [Bright Futures Send Outreach](#) is another service which we provide across the North West. We have also been designated as an Early Years Stronger Practice Hub to work across the North West as the [Bright Futures Early Years Hub](#).



Collaboration and strong relationships form one of the 'commitments' in our Strategy and all components of the Bright Futures' family work closely together. Our Strategy was developed collaboratively and can be found on our website: [Our Strategy](#).

Why work for us?

We offer a great opportunity to join an organisation which really lives its values. Our working environment is very inclusive and whilst you can expect to be challenged in your role, you will be supported through professional learning, and treated fairly and with dignity and respect. Please see the Equality, Diversity, and Inclusion statement on our website.

Terms and Conditions

Reporting to	Director of Professional Learning & Partnerships
Salary	L16-20
Holidays	Teachers Pay & Conditions
Contract	Full Time, Permanent
Pension	Teachers Pension Scheme
Location	Schools / The Hub / Hybrid
Other	We offer salary sacrifice schemes for purchasing bikes used for travel to work and technology for personal use, through monthly interest free salary deductions. We also offer opportunities for professional development.
Start date	Monday 4 January 2027



A Great Place to Lead

At Bright Futures we offer endless opportunities to lead:

- Leadership coaching
- National Professional Qualifications (NPQ) and Early Career Framework (ECF) facilitation
- System leaders e.g., National Leaders of Education (NLEs)/Specialist Leaders of Education (SLEs)
- Involvement with school-to-school reviews
- Mentoring Early Career Teachers and trainee teachers
- Networks



How to apply

We can only accept completed application forms, rather than CVs. This is because the regulatory guidelines of Keeping Children Safe in Education (2021), require us to check various details of job applicants and an identical application format for each candidate enables us to do this. We use a process that does not identify personal characteristics to the shortlisting panel. This is part of our commitment to equality and diversity.

NO AGENCIES PLEASE.

Our application form is available online, along with the disclosure of criminal background form. The portal link is: <https://mynewterm.com/trust/Bright-Futures-Educational-Trust/2437>

Alternatively, you can click Apply Now on this role via the current vacancies page of our website.

Closing Date: Friday 16 October 2026.

You will be notified after the closing date whether you have been shortlisted.

Keeping Children Safe in Education

Bright Futures Educational Trust is committed to safeguarding and promoting the welfare of children and young people and we expect all staff and volunteers to share this commitment. This post is exempt from the Rehabilitation of Offenders Act 1974; pre-employment checks will be carried out and references will be sought for shortlisted candidates and successful candidates will be subject to an enhanced DBS check and other relevant checks with statutory bodies.

Data Privacy

You can read the details of how we use the personal data that you provide us with in our Job Applicants' privacy notice on our website: [Applicant Privacy Notice](#).

Job Description

Head of SEND & Inclusion

The Head of SEND & Inclusion will lead the Trust's SEND and Inclusion Strategy, ensuring all children and young people, particularly those with SEND and additional vulnerabilities, have equitable access to high-quality education, experience a strong sense of belonging and achieve successful outcomes within their local school communities.

The Head of SEND & Inclusion role is intended to strengthen our current SEND and Inclusion Leadership infrastructure whilst enabling the expertise of our Educational Psychologists to continue to be strategically deployed. Our highly valued team of Educational Psychologists provide specialist assessment, consultation, workforce development and support for complex cases.

The Head of SEND & Inclusion will provide strategic leadership, coaching, quality assurance and coordination of SEND and Inclusion across the Trust, including the Trust's strategic approach to Integrated Mainstream Funding (IMF), ensuring consistent identification of need, effective deployment of resources, robust impact evaluation and equitable access to support for pupils across all schools.

The post holder will lead the Trust's strategic approach to inclusion, ensuring children and young people can thrive within their local school communities through high-quality, inclusive practice. The post holder will ensure all schools are supported and challenged to deliver high-quality, inclusive provision that improves outcomes for all children and young people. They will act as the primary strategic partner for SENCOs, developing leadership capacity, providing professional challenge and supporting schools to navigate complex SEND issues.

Key Responsibilities

Trust-Wide Strategic SEND Leadership

- Monitor emerging national policy developments and reforms relating to SEND, inclusion and alternative provision.
- Advise Trust leaders on strategic implications arising from changes in legislation, funding or national policy.
- Use Trust-wide intelligence, data and evaluation findings to identify strategic priorities and target improvement activity.
- Benchmark Trust performance against local and national indicators to drive continuous improvement.
- Develop robust measures to evaluate the impact of SEND and inclusion initiatives on pupil outcomes.
- Develop and implement the Trust's SEND and Inclusion Strategy aligned with the Trust's Improvement Plans.
- Provide strategic advice and guidance to Principals, SENCOs and Trust leaders on SEND provision, inclusion and statutory responsibilities.
- Work with school leaders to reduce barriers to participation, attendance and achievement for vulnerable learners. Championing early intervention approaches which enable needs to be identified and addressed at the earliest opportunity.
- Monitor and evaluate the effectiveness of SEND provision across schools.
- Identify emerging trends, risks and priorities through analysis of SEND data and performance indicators.
- Produce termly reports for Trust leaders and Trustees on SEND effectiveness, compliance, outcomes and capacity.
- Promote a culture of inclusive practice and belonging, coupled with high expectations for pupils with SEND across all schools.

SEND Quality Assurance and School Improvement

- Design and lead a Trust-wide SEND quality assurance framework.
- Conduct SEND reviews, audits and peer reviews across schools.
- Support schools in preparing for external inspection, local authority reviews and Area SEND scrutiny.
- Ensure consistency in SEND systems, processes and documentation across the Trust.
- Evaluate the impact of SEND provision through evidence-based review and monitoring.
- Support leaders to identify strengths, priorities and improvement actions.

Integrated Mainstream Funding (IMF) Leadership and Oversight

- Lead the Trust's strategic approach to Integrated Mainstream Funding (IMF), ensuring consistency, equity and impact across all schools.
- Develop Trust-wide guidance and quality standards for the identification, allocation and deployment of IMF resources.
- Support schools to monitor and evaluate the effectiveness of IMF-funded provision, ensuring interventions are aligned to identified pupil needs and measurable outcomes.
- Provide challenge and support to schools regarding the appropriate use of IMF, ensuring resources supplement rather than replace high-quality teaching and ordinarily available provision.
- Establish robust systems for reviewing the impact of IMF on pupil progress, attendance, engagement, inclusion and wider outcomes.
- Analyse Trust-wide data relating to IMF, SEND support and Education, Health and Care Plans (EHCPs) to identify trends, pressures, identify emerging priorities and target improvement activity.
- Develop robust outcome measures to assess the impact of SEND and inclusion strategies.
- Benchmark Trust performance against local and national indicators to inform strategic decision-making.
- Support schools in evidencing need and impact when seeking additional resources, high-needs funding or statutory assessment.
- Facilitate the sharing of effective IMF practice across schools through Communities of Practice, peer review and case consultation.
- Provide strategic reports, recommendations and assurance to Trust Leaders and Trustees regarding SEND effectiveness, IMF allocation and impact, value for money, compliance, inclusion outcomes and risk.
- Support Trustees in fulfilling their statutory responsibilities regarding SEND, equality and inclusion.
- Support and quality assure each school's Inclusion Strategy prior to publication, ensuring it meets DfE requirements, reflects the school's specific needs and priorities, and is sufficiently robust for publication and external scrutiny.

SENCO Coaching, Mentoring and Supervision

- Act as the Trust's Lead Professional for SENCOs.
- Establish a professional supervision model for SENCOs.
- Develop and deliver a structured SENCO coaching model.
- Provide regular one-to-one coaching for SENCOs.
- Act as a strategic adviser for complex funding and provision decisions relating to pupils with significant or escalating needs.
- Mentor newly appointed SENCOs and those new to leadership.
- Provide challenge and support to experienced SENCOs to further strengthen leadership practice.
- Support SENCO succession planning and talent development across the Trust.

Communities of Practice and Professional Networks

- Lead innovation in SEND and inclusion practice, identifying and implementing evidence-informed approaches that improve outcomes.
- Facilitate Trust-wide SENCO Communities of Practice.
- Promote a culture of continuous learning, curiosity and improvement across SEND leadership networks.
- Lead regular SENCO network meetings focused on professional problem-solving, leadership development and sharing effective practice.
- Create opportunities for collaboration and peer-to-peer support across schools.
- Develop systems for sharing resources, case studies and evidence-informed approaches.
- Build leadership capacity through collaborative enquiry and school-to-school support.

Leadership Development

- Design and implement a Trust SEND leadership development pathway.
- Develop aspiring and newly appointed SENCOs.
- Support school leaders in strengthening inclusive leadership.
- Identify emerging SEND leaders across the Trust and create development opportunities.
- Support the development of inclusive leadership within senior leadership teams.

Partnership and Stakeholder Working

- Maintain oversight of national SEND policy developments and reforms, ensuring the Trust remains well-positioned to respond proactively.
- Translate national policy and emerging practice into effective implementation across schools.
- Advise Trust leaders on strategic implications arising from SEND reforms and funding changes.
- Build effective relationships with local authorities, specialist services and external partners.
- Represent the Trust at relevant SEND and inclusion networks.
- Work collaboratively with Educational Psychology Services, specialist outreach teams and health professionals.
- Strengthen parental confidence through the development of effective SEND systems and leadership.

Person Specification

Category	Essential	Desirable	Means of Identification
Qualifications	• Qualified Teacher Status. • National SENCO Award (or equivalent SEND leadership qualification). • Significant professional development in SEND and inclusion. • Evidence of continued leadership development.		Application Certificates
Experience	• Successful experience as a SENCO and/or senior leader. • Experience of leading SEND strategic improvement. • Experience of coaching and mentoring colleagues. • Experience of leading quality assurance activities. • Experience of working with a range of stakeholders and external agencies. • Experience of interpreting SEND performance and provision data. • Experience of supporting schools through improvement activity.	• Experience of leading inclusion strategy beyond SEND operational management. • Experience of working strategically across multiple schools or organisations.	Application Interview
Knowledge	• SEND Code of Practice. • Equality Act 2010 and associated duties. • Current national SEND policy and reforms. • EHCP processes and statutory requirements. • Inclusive practice and adaptive teaching. • Evidence-informed school improvement approaches. • Workforce development and leadership coaching methodologies.		Application Interview

Category	Essential	Desirable	Means of Identification
Skills	• Exceptional interpersonal and coaching skills. • Ability to challenge constructively while maintaining strong relationships. • Strategic planning and implementation. • Excellent written and verbal communication. • Analytical and evaluative skills. • Ability to influence and lead without direct line management authority. • Strong problem-solving and facilitation skills.		Application Interview
Personal Qualities & Attributes	• Highly credible and respected leader. • Resilient and solution-focused. • Collaborative and relationship-centred. • Committed to inclusion and equity. • Reflective and evidence-informed. • Calm and confident when handling complex situations.		Application Form Interview Task
Safeguarding	• Commitment to demonstrating a responsibility for safeguarding and promoting the welfare of young people	• Knowledge of 'Keeping Children Safe In Education' (KCSIE) and 'Meeting Digital and Technology Standards in Schools and Colleges' government guidelines	Application Form Interview Task
Our Values	• Leadership • Integrity • Passion • Equality • Communit • Resilience		Interview Tasks

Category	Essential	Desirable	Means of Identification
Pre-Employment Screening	- Enhanced DBS check - Two satisfactory employment references, from the last two employers - Evidence of the right to work in the UK - ID Check - Online Screening - Section 128 checks		

Additional Requirements

Safeguarding

The Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. This post is subject to:

- Enhanced DBS check with barred list check.
- Satisfactory references.
- Verification of right to work in the UK.
- Verification of qualifications.
- Completion of pre-employment health screening.
- Understanding of and commitment to promoting and safeguarding the welfare of children and young people.

General Requirements

- Must not be disqualified by law from holding company directorships.
- Willingness to work flexibly including attendance at evening and weekend events, as required.
- Ability to travel between Trust locations, as required.
- Commitment to the Trust's vision, values, and ethos.
- Commitment to equality of opportunity and inclusive practice.

Flexibility and Development

The needs and requirements of the Head of SEND & Inclusion role are expected to evolve as the Trust develops. This job description provides an outline of current priorities, but the post holder will be required to undertake other duties and responsibilities as appropriate to the role and as determined by the Board of Directors/Trustees.

All duties and responsibilities must be carried out with due regard to the Trust's Health and Safety Policy, Equal Opportunities Policy, Data Protection requirements, and all other relevant Trust policies and procedures.

Dates for the Diary

Closing Date	Friday 16 October 2026
Shortlisting / Invite to Interview	Monday 19 October 2026
Interviews	Thursday 22 October 2026