

Trust Lead for Inclusion Pathways

JOB DESCRIPTION

OVERVIEW

Job Title	Trust Lead for Inclusion Pathways – 0.2 WTE (1 day per week) 2-year Fixed Term Contract (or secondment opportunity)
Closing Date	Friday 27 th February 2026
Interview Date	5 th March 2026
Salary / Scale	Leadership scale
Contract type:	2-year Fixed Term Contract (Secondment available), 0.2 WTE (1 day per week)
Purpose of the Position	<p>The role is to support the Director of Inclusion & Secondary Improvement to be the Trust's lead expert on specialist inclusion, ensuring all specialist spaces are legally compliant, financially viable, and operationally excellent. The postholder will bridge the gap between Local Authority (LA) statutory requirements and school-level implementation, modelling high-impact practice for pupils with complex needs</p> <p>The successful candidate will work within, and contribute towards, our strong Catholic ethos and strive to enable every child to reach their own unique, God given potential.</p>
Key Responsibilities	<p>Providing expertise to develop designated specialist spaces for pupils with complex needs in our schools, support our schools with LA placement requests and manage the transition pathways between key stages.</p> <p>As this role requires a teaching qualification, the professional duties of a teacher are contained in the School Teachers' Pay and Conditions Document and the DfES Teachers' Standards.</p> <p>This job description may be amended at any time, following consultation between the postholder and the Director for Inclusion and will be reviewed annually.</p>
Responsible to	Director of Inclusion & Secondary Improvement
Accountable to	Chief Executive Officer

MAIN DUTIES

1. Catholic Purpose and Identity of the Trust

- The role holder must understand the nature and purpose of Catholic education and must be committed to sustain the Catholic identity of the school and safeguard the teaching of the Church.
- The role holder must undertake to develop the children in the understanding and knowledge of their faith in all undertakings and have due regard to the Catholic character and ethos of the school and the Trust.

2. Main Duties

- **Statutory Compliance** - Ensure all the Trust's specialist spaces meet the requirements of the SEND Code of Practice (2015) and the Equality Act (2010) and that they are compliant in terms of the agreed Trust protocols for specialist spaces and ways of working.
- Establish and maintain Trust-wide Operating Protocols for all specialist spaces (e.g., entrance/exit criteria, staffing ratios, environmental standards, curriculum and assessment).
- **Provision Quality**: Ensure the teaching, learning, and therapeutic support within Trust specialist spaces meet high standards of quality provision.
- Conduct termly inclusion audits for each school, providing Headteachers with RAG-rated reports and actionable improvement plans.
- Advise the Director of Inclusion regarding the strategic planning for Secondary inclusion spaces to ensure a 4–16 years pathway.
- Contribute to the Trust strategic direction for the development of specialist spaces.
- Provide "expert-at-the-elbow" modelling spending time in provisions demonstrating high-level pedagogical and de-escalation strategies for teaching and managing complex learners.
- Support provision leads in the daily management of specialist spaces, including curriculum adaptation and resource management.
- Design and deliver specialist training (CPD) for teaching and support staff including specialists to ensure a "whole school" inclusive culture for supporting pupils with complex needs.
- **Safe Admissions**: Ensure Local Authority consultations are handled legally and that no child is admitted to our schools without the correct resource and environmental planning in place.
- Manage the consultation & direction process with Local Authorities acting as the technical lead for schools when responding to LA placement requests, ensuring the Trust's capacity is protected and children's needs are accurately matched.
- Represent the Trust in key strategic meetings with Local Authorities regarding securing high-needs funding and specialist placements.
- Oversee the EHCP Pathways by supporting SENCOs in facilitating complex annual reviews and ensuring all paperwork is legally robust for potential tribunal cases
- **Strategic Transition**: Ensure the successful movement of pupils with complex needs between Primary and Secondary phases, preventing "placement breakdown."

- Directly manage the transition pathways for pupils with complex needs moving between Key Stages, ensuring receiving schools have the training and physical provision ready for the pupil's arrival.
- Monitor the progress and outcomes of pupils within specialist spaces, identifying trends and intervening where progress stalls.

3. Health, Safety, Safeguarding and Discipline

- Promote the safety and wellbeing of pupils and ensure the safeguarding of all pupils' well-being by following the requirements of Keeping Children Safe in Education and the Trust's and schools' safeguarding and protection policies.
- Ensure adherence to all Trust and school's policies but particularly regarding child protection and safeguarding, health and safety, equal opportunities and GDPR

4. Professional Development

- Maintain an up-to-date knowledge of national and local initiatives in relation to SEND, Behaviour and Pupil Premium provision.
- Participate in the Trust's performance management (appraisal) process.
- Participate in further training and development to improve and update own professional practice.
- Participate in appropriate training provided by the Trust

5. Working with Colleagues and other relevant Professionals

- Work under the direction and liaise closely with the Director of Inclusion and Secondary Improvement supporting the coordination and implementation of Trust approaches to inclusion.
- Liaise closely with all SENDCos across the Trust.
- Liaise closely with all Designated Safeguarding Leads in Trust schools.
- Liaise closely with the schools' Family Support and Pastoral Support teams.
- Collaborate and work with colleagues and other relevant professionals within and beyond the school including Northampton Office for Religious Education, Evangelisation, Catechesis and Schools (NORES), other schools in their pastoral area, the Trust, the local authority and other relevant organisations.
- Develop effective professional relationships with colleagues, school's Leadership Team, central Trust team and other schools within the Trust.
- Be aware of the Trust's objectives relating to the provision of Catholic education. All schools/academies within the Trust are part of the Catholic Church and, as such, are to be conducted as Catholic academies in accordance with Canon Law, the teachings of the Catholic Church and the Trust Deed of the Diocese of Northampton

6. Personal and Professional Conduct

- As a professional teacher uphold public trust in the teaching profession and maintain high standards of ethics and behaviour, within and outside schools.

- Demonstrate a commitment to the processes of inclusion and high expectations for the attainment of every child.
- Preserve the integrity and confidentiality of all people encountered as part of this role
- Have proper and professional regard for the Catholic ethos, policies, and practices of the school, and maintain high standards of attendance and punctuality
- Understand and act within the statutory frameworks setting out their professional duties and responsibilities
- Maintain strict confidentiality with respect to employee and pupil data in accordance with the Data Protection Act and Trust policies and procedures

7. Any Other Duties

The post holder will be required to safeguard and promote the welfare of children and young people and follow school policies and the Trust Code of Conduct. The Trust is committed to ensuring that it complies with all legislative requirements on safeguarding and child protection and that the Trust actively values and promotes inclusion, diversity, unity and community cohesion and that it supports children to become successful, compassionate citizens. The Trust will ensure a continual focus on equality as measured by pupil progress and outcomes.

This post is subject to satisfactory references which will be requested prior to interview, an enhanced Disclosure and Barring Service (DBS) check, medical check, evidence of qualifications plus verification of the right to work in the UK.

The post-holder must carry out their duties with full regard to the Trust's Equal Opportunities Policy in relation to employment and service delivery.

Whilst every effort has been made to outline the key duties and responsibilities of the role, it is not an exclusive list. The duties and responsibilities of the role may vary from time to time, and the post holder may be required to undertake other duties and responsibilities commensurate with the role as directed by the Director of Inclusion & School Improvement or the Chief Executive Officer.

PERSON SPECIFICATION

1. TRAINING AND QUALIFICATIONS

	Essential	Desirable	Evidence
Qualified Teacher Status (QTS)	✓		App form
Degree	✓		App form
National Award for SEN Coordination (NASENCO) or equivalent NPQ in SEND or significant experience in managing SEND and Inclusion.	✓		App form
Higher Degree		✓	App form
NPQSL or NPQH (Senior Leadership).		✓	App form
Post-graduate qualification in a specialist area (e.g., ASD, SEMH, SpLD).		✓	App form
Recent participation in range of relevant in-service training	✓		Interview
Qualification in either coaching or mentoring		✓	App form

2. FAITH COMMITMENT

	Essential	Desirable	Evidence
Practising Catholic		✓	App Form Interview
Evidence of participation in life of faith community		✓	Priest reference

3. EXPERIENCE

	Essential	Desirable	Evidence
Evidence of successful management/facilitating a specialist provision (ARP, Base, or Unit) or significant experience in specialist provision.	✓		App form interview

Evidence of impactful management of SEND within a school setting	✓		App form Interview
Evidence of direct liaison and involvement with Local Authorities regarding high-needs funding and placements	✓		App form interview
Evidence of managing the Local Authority consultation process, including drafting robust responses to directions	✓		App form interview
Evidence of modelling high-quality provision for pupils with complex, high-needs profiles.	✓		App form interview
Evidence of conducting training/coaching others/leading INSET	✓		App form interview
Evidence of strategic implementation of processes or policies	✓		App Form Interview
Evidence of working within a multi-site or MAT wide inclusion role		✓	Interview
Evidence of representing a school or Trust at SEND Tribunals		✓	Interview

4. SKILLS AND KNOWLEDGE

	Essential	Desirable	Evidence
Detailed and expert knowledge of SEND Code of Practice and EHCP Statutory pathway.	✓		Interview
Detailed knowledge of The Equality Act 2010 and its application to the education sector and particularly specialist provision for pupils with complex needs in primary and secondary schools.	✓		Interview
Thorough understanding of the legal grounds for pupil admissions in relation to Section 39 of the Children and Families At 2014 i.e. process of accepting/ refusing a child with complex needs .	✓		Interview
Knowledge of effective learning strategies with children with complex needs	✓		Interview
Good understanding of current OFSTED frameworks regarding inclusion and quality of education		✓	Interview
Evidence of ability to audit specialist spaces and provide objective, high-leverage feedback to SLT.		✓	Interview
Evidence of successful exceptional advocacy and negotiation skills when dealing with LAs and external agencies.	✓		Interview
Evidence of ability to translate complex data and legalities into clear, simple protocols for staff	✓		Interview

Evidence of good organisational skills to manage a broad remit across a 0.2 WTE contract	✓		Interview
Excellent ICT skills particularly using ICT to support learning	✓		Interview
Evidence of relevant professional development	✓		App form interview
Clean driving license as role requires travel to different sites.	✓		App form interview

5. PERSONAL QUALITIES

	Essential	Desirable	Evidence
Committed to educating the whole child	✓		App form interview
High level of emotional intelligence and resilience when handling complex cases	✓		App form interview
Credibility and presence; able to influence and challenge Senior Leaders constructively	✓		
Commitment to getting best outcomes for all pupils and promoting the Catholic ethos and values of the school	✓		App form interview
Demonstrate ability to work under pressure and prioritise effectively	✓		Interview
Commitment to maintaining confidentiality at all times	✓		Interview
Commitment to safeguarding and diversity.	✓		Interview

6. CONFIDENTIAL REFERENCES AND OUTCOMES

Applicants must be able to positively provide the following information if successfully appointed:

At least 2 written professional references including one from current employer.
Confirmation of professional and personal knowledge, skills and abilities
Positive recommendation from current employer or training organisation
Satisfactory health and attendance record
Satisfactory enhanced DBS check and other pre-employment checks as required

HOW TO APPLY

Further information about the Trust can be found at: www.olicatschool.org

If you wish to speak with the Trust's Director of Inclusion & Secondary Improvement regarding the post, please contact Nathan Wells NWells@olicatschools.org to arrange a discussion.

Completed applications to be submitted via My New Term, the Trust's recruitment portal, no later than noon on Friday 27th February 2026.

Interviews will be held at the Trust offices, c/o The Good Shepherd Primary School, Kingsland Gardens, Northampton, NN2 7BH provisionally on Thursday 5th March 2026. Please note if sufficient applications are received before the closing date, we reserve the right to close the vacancy early.

All appointments will be subject to an enhanced DBS clearance in line with our Safer Recruitment Policy.

Thank you for your interest in our Trust.



For more information, please contact Trust HR by email at: TrustHR@Olicatschools.org or by telephone: 01234 334635 or, visit the OLICAT Trust website: www.olicatschools.org