



THE CONSORTIUM  
ACADEMY TRUST

Shaping Positive Futures

## Trust Director of Inclusion and SEND (Secondary)

We know from experience that things change throughout the lifetime of a role and so this job description is not a list of everything you will do – this gives our people the chance to play to their strengths.

### How you will make an impact...

- Help maintain the ethos of The Consortium Academy Trust by driving our organisational culture forwards and using every opportunity to embed our values.
- Holding a firm belief that inclusion is not a separate strategy or a set of processes, it is the foundation of excellent education.
- Driving high expectations, professional integrity and ensuring that our ethos of every child being known, valued and supported to succeed is embedded across all Trust secondary schools.
- Taking responsibility for your own development - that way we can make the biggest impact!
- More than anything, we are looking for a team player who puts their heart into their work. We have some core values that run through everything we do, and we'd love it if they resonate with you too.

### About the role...

#### Main purpose of the role:

- To report to the Executive Director of Education and work alongside senior leaders to strengthen inclusive practice across the Trust.
- To build coherent systems, develop leadership capacity and ensure that high-quality teaching and curriculum design meet the needs of all learners.
- To work alongside senior leaders to build leadership capacity so that SEND and inclusion are understood as a collective responsibility.

#### Key accountabilities:

#### Strategic Leadership for Inclusion:

- Lead the Trust's inclusive practice strategy in partnership with school leaders, ensuring alignment with the Trust vision, curriculum intent and improvement priorities.
- 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 and senior teams 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 Executive Team and Trustees on SEND, inclusion and equity, including strengths, risks and areas for development.

#### Vulnerable Learners and 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 as strategic leaders of inclusion and teaching, not solely managers of processes.
- Ensuring targeted provision for learners 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 learners with SEND and other vulnerable learners.
- Supporting meaningful partnership with families, carers, local authorities, and external professionals, grounded in trust and shared understanding.
- To have oversight of the progress of Looked After Children (LAC), liaising with the relevant virtual schools Headteachers on a regular basis.

#### **Specialist and Alternative Provision**

- Provide strategic oversight of existing and future Specialist Resource Provisions, Additionally Resourced Provisions and alternative pathways.
- Ensure such provision is well-designed, high quality, financially sustainable and fully integrated into the Trust inclusion framework.
- Oversee reintegration pathways and transition planning to secure long-term positive outcomes.

#### **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 learner experience to evaluate the impact of SEND 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.
- Oversee the implementation and ongoing evaluation of the Trust's Ready to Learn offer.
- Provide Trust-wide oversight and evaluation of funding strategies including SEND and Pupil Premium funding.

#### **Professional Learning and Capacity Building:**

- Lead or source 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.

#### **About you...**

This is the job for you if you hold the following qualifications, experience, knowledge, skills and values:

#### **Qualifications:**

##### Essential

- Qualified Teacher Status
- Educated to degree level
- Evidence of continued professional development related to inclusion, SEND, safeguarding, or equality.

##### Desirable

- NPQSL/NPQH or relevant NPQ in SEND/Inclusion.

- Postgraduate qualification in SEN, Inclusion, Educational Leadership, or a related field.

## **Experience, Knowledge and Skills**

### **Experience:**

#### Essential

- Significant leadership experience within a school or trust context.
- Proven track record of leading and improving inclusive practice, particularly in relation to SEND, disadvantaged learners and vulnerable groups.
- Experience of working with external agencies (e.g. local authorities, health, social care, educational psychology).
- Demonstrable impact of learner outcomes, attendance, behaviour, or wellbeing through inclusive strategies.

#### Desirable

- Experience of working across more than one school or within a Trust.
- Experience of strategic planning and implementation at trust-wide level.
- Experience of line-managing senior leaders of specialist inclusion staff (e.g. SENCOs).

### **Knowledge and Understanding:**

#### Essential

- In-depth knowledge of SEND Code of Practice, Equality Act 2010, and statutory guidance relating to inclusion and safeguarding.
- Strong understanding of inclusive curriculum and effective inclusive teaching and learning strategies.
- Knowledge of current national priorities and best practice in inclusion, behaviour, attendance and wellbeing.
- Understanding of inspection frameworks and accountability measures in relation to inclusion.

#### Desirable

- Knowledge of mental health provision, trauma-informed practice and alternative provision.
- Understanding of trust governance structures and the role of shared services in a Trust.

### **Skills and Abilities:**

#### Essential

- Strategic thinker with the ability to translate vision into practical, sustainable action.
- Strong leadership and interpersonal skills, with the ability to influence and inspire across multiple schools.
- Excellent communication skills, both written and verbal, with a range of stakeholders.
- Ability to analyse data to identify trends, priorities and impact.
- Effective problem-solving skills and the ability to manage complex and sensitive issues.

#### Desirable

- Ability to innovate and lead change in complex environments.
- Passion for improving life chances for all children and young people.

### **Personal Qualities:**

#### Essential

- Clear commitment to equity, diversity and inclusion.
- High levels of integrity, resilience and emotional intelligence.
- Collaborative and solution-focused approach.
- Commitment to continuous improvement and reflective practice.

Desirable

- Ability to innovate and lead change in complex environments.
- Passion for improving life chances for all children and young people.