



## Inclusion Lead Candidate Information





## *Caring, Inspiring, Achieving*

Holtspur School and Pre-School is a small, welcoming one-form entry primary school located in the beautiful town of Beaconsfield. Nestled within stunning outdoor spaces, our school prides itself on fostering an inclusive environment where every pupil is valued and supported to thrive. With a dedicated team committed to nurturing the whole child, we have seen a consistent upward trend in pupil achievement over the past three years. Inclusion is at the heart of everything we do, making Holtspur a truly special place to work and learn.

If you are ready to lead with vision and make a significant impact within a supportive and inclusive school community, we would love to hear from you.

**Apply today and be part of our journey to excellence!**



## The Opportunity at Holtspur School

Inclusion Lead (SENDCo, Pupil Premium & ARP Lead)

**Salary:** Main and Upper Pay Scale with SEND Allowance

This is a full-time position and the job description and person specification set out our expectations of a successful candidate.



We are seeking an experienced and passionate Inclusion Lead to join our established leadership team. This pivotal role will lead on Special Educational Needs and Disabilities (SENDCo), Pupil Premium Strategy, and the Additional Resource Provision (ARP) within our school. If you are committed to driving inclusion and raising achievement for all pupils, this is an exciting opportunity to make a real difference.

### Key Responsibilities

- Lead and coordinate the SEND provision across the school, ensuring all statutory duties are met
- Oversee and develop the ARP, providing specialist support and monitoring progress
- Manage Pupil Premium funding to maximise impact on pupil achievement and wellbeing
- Work closely with staff, parents, and external agencies to promote inclusive practices
- Provide professional development and guidance to staff on inclusion and SEND strategies
- Analyse data to track pupil progress and inform targeted interventions
- Contribute to the school's strategic leadership and improvement planning

## The Application and Assessment Process

How to apply: Please apply via MyNewTerm. We ask that you limit your supporting information to two A4 pages. CVs will not be accepted.

The closing date for completed applications is **Friday 6 February 2026**.

The interview and assessment process will be held on **Wednesday 11 February 2026**. Further details of the timetable and expectations of candidates will be communicated as part of the invitation to interview following the shortlisting process on Monday 9 February 2026.

Visits to the school are warmly welcomed and positively encouraged. Please contact the SBM to make an appointment at [bursar@holtspurschool.co.uk](mailto:bursar@holtspurschool.co.uk) or call 01494 674325.

Holtspur School & Pre-School is committed to the protection and safety of its pupils and all posts within school are subject to an Enhanced Disclosure and Barring Service (DBS) check. References will be taken up prior to interview.





## About Holtspur School & Pre-School

### Location

Holtspur School & Pre-school is situated in Holtspur, which is part of the South Buckinghamshire town of Beaconsfield. Set on the southern edge of the Chilterns, with excellent road and rail connections to London, Heathrow and the national motorway network, the area is a vibrant and growing community. Access to the M40 motorway is about 5 minutes, M4 and M25 in 15 minutes and M1 and M3 in 30 minutes.

Unlike many areas surrounding London, there are many established local families and a strong community feel. Many of the school's parents and staff grew up in the local area and were themselves pupils at the school.



### Introduction to the School

We are a small and exceptionally happy, caring school, situated in quiet surroundings, with substantial grounds. Our mixed catchment, diversity and commitment to inclusion make our school a very special place and an integral part of the local community.

Our Additionally Resourced Provision (ARP) for Speech & Language caters directly for pupils with Developmental Language Disorder. These children are integrated into their year group and are valued members of our school community.

### Our Aims

All our pupils are expected to achieve high standards of work and behaviour, showing continuous improvement. They are encouraged to develop personal qualities – respect, self-discipline, positive relationships, and enquiring minds; to be able to work independently and collaboratively and to care for themselves, others and the environment.

### Why Holtspur?

- Join an established leadership team driving school improvement and success
- Be part of a school ranked second in the DfE performance tables out of all Buckinghamshire primaries with ARP provision
- Work alongside a friendly, welcoming and hard-working staff team dedicated to inclusion
- Contribute to a school with a three-year upward data trend, reflecting ongoing pupil achievement
- Thrive in a setting where inclusion is genuinely at the core of the school ethos
- Benefit from a wide range of ongoing professional development opportunities tailored to leadership in inclusion and SEND



## Inclusion Lead Job Description

Caring, Inspiring, Achieving

<b>Job Title:</b>	Inclusion Lead (SENDCo, Pupil Premium & ARP Lead)
<b>Grade:</b>	South Bucks Main Pay Scale or Upper Pay Scale (dependent upon experience) + SEN point
<b>Reporting To:</b>	Headteacher and Deputy Headteacher
<b>Overall purpose:</b>	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