

Role Profile: Assistant SENDCo and Inclusion Lead

Job Description

Job Title:	Assistant SENDCo and Inclusion Lead
Location and Team	Lancaster Girls' Grammar School, Regent Street, Lancaster, LA1 1SF Inclusion Team
Terms	Permanent
Salary Range	Main – Upper Pay Range plus STPC TLR 2.1 (£3,526 per year)
Responsible To	Assistant Headteacher (Teaching and Learning and SENDCo)
Staff Responsibility	Line management of Teaching Assistants
Essential car user	No but desirable
Job Purpose/ Scope of Work	<ul style="list-style-type: none"> • To be part of the Middle Leadership Team, positively supporting the aims and ethos of the school • To take responsibility, with the support of the Senior Leadership Team, for the day-to-day operation of the provision made by the school for students with SEND, EAL, PP and LAC • Support the SENDCo in ensuring the effective strategic development of special educational needs and disability (SEND) policy and provision in the school • Support the SENDCo with the day-to-day operation of the SEND policy and co-ordination of provision to support individual students with SEND or a disability • Support the Senior Leadership Team to develop, implement and review SEND, Inclusion and Student Premium strategies and policies • Provide professional guidance to colleagues, particularly around inclusive quality first teaching • To be the school's designated teacher for looked-after and previously looked-after children • To be a Deputy Designated Safeguarding Lead within the Safeguarding Team • To work with the Senior Leadership Team and wider Pastoral Team to arrange transition support (Year 7, 10 and 12) • To be a member of the Pastoral Team within the school • Working closely with staff, parents and outside agencies. • The Assistant SENDCo will be expected to fulfil the responsibilities of a teacher, as set out in the STPCD
Key Responsibilities	

In addition to the duties of a classroom teacher, the post holder is accountable for:

Strategic Direction and Development

- Support the Senior Leadership Team to establish a clear and ambitious vision for SEND and Inclusion.
- Support the SENDCo in ensuring that the SEND and inclusion policies are put into practice and its objectives are reflected in the school improvement plan (SIP).
- Maintain up-to-date knowledge of national and local initiatives that may affect the school's policy and practice.
- Under the direction of the SENDCo, and working with the SENDCo, ensure that student data is used forensically to identify areas where there is underperformance in SEND students' outcomes.
- Plan, implement and monitor inclusive quality first teaching and effective interventions.

Operation of the School's SEND and Inclusion Policies and Co-ordination of provision

- Ensure that systems are in place to ensure the accurate maintenance of the SEND register.
- Alongside the SENDCo, provide guidance to colleagues on teaching students with SEN or a disability, and advise on the graduated approach to SEND support.
- To support meetings of SEND staff, communicate information to staff and co-ordinate resulting action.
- Work with other schools, educational psychologists, health and social care professionals, and other external agencies.
- Be a key point of contact for external agencies, especially the local authority (LA).
- Lead intervention groups for students with SEND, as directed and structured by the SENDCo, and evaluate their effectiveness.
- Work as part of the team to ensure, on a day to day basis, that inclusion areas are supportive, conducive to learning and that interventions have impact.

Support for students with SEN or a disability

- Under the direction of the SENDCo, identify a student's SEND.
- Co-ordinate provision that meets the student's needs and monitor its effectiveness.
- Secure relevant services for the student where a need arises.
- Ensure records are maintained and kept up to date.
- Review the education, health and care plan (EHCP) with parents or carers and the student.
- Working with the SENDCo and other staff, ensure Student Profiles / SEND Learning Plans are used to set subject specific targets and match work well to students' needs.
- Communicate regularly with parents or carers.
- Ensure if a student transfers to another school, all relevant information is conveyed to it, and support a smooth transition for the student.
- Ensure students are supporting during key transition points.
- Working with the attendance team to support pupils with attendance issues including Emotional Based School Avoidance.

Leadership and management

- Work with the SENDCo, Headteacher and Governors to ensure the school meets its responsibilities under the Equality Act 2010 in terms of reasonable adjustments and access arrangements.
- Working under the direction of the SENDCo, undertake QA, student voice and student voice to determine the quality of provision of SEND students.

- Support the SENDCo in leading training for staff.
- Share procedural information, such as the school's SEN policy.
- Lead the operational aspects of the SEND team.
- Promote an ethos and culture that supports the school's SEND policy and promotes good outcomes for students with SEND or a disability.
- Be a Performance Management line manager/appraiser as identified by the Headteacher.
- Play an active role in the leadership of behaviour across the school.
- Act as a member of the Pastoral Team within the school.

Role of Designated Teacher for Looked-After and Previously looked-After Children

- Carry out the role of designated teacher for LAC.
- Organise PEP meetings and prepare paperwork.
- Attend and provide reports for LAC Reviews.
- Liaise with Social Workers and other professional.

Role of Deputy Designated Safeguarding Lead

Carry out a key role within the Child Protection and Safeguarding Team as a Deputy Designated Safeguarding Lead:

- In conjunction with the other Deputy Designated Safeguarding Leads, take a lead role in Child Protection and Safeguarding, acting as an initial point of contact for reporting concerns.
- Attend Child Protection (CP) meetings and Child in Need meetings (CIN), Team Around the Child (TAC) meetings or other professionals' meetings, and ensure the right referrals and support is in place after these meetings.
- Ensure child protection information and minutes of meetings are up to date, stored confidentially and information is passed on to those people for whom it is relevant, in line with the school's policies and procedures.
- Complete Early Help Assessments with parents/carers and organise, attend and chair (if appropriate) Early Help review meetings.
- Coordinate, attend and follow up actions from multi-agency meetings.
- Keep Child Protection/Safeguarding knowledge up to date through attending Staff training, accessing online CPD and reading relevant research and documentation.

Other

- High expectations of all students; respect for their social, cultural, linguistic, religious and ethnic backgrounds; and commitment to raising their educational achievements.
- To be responsible for improving your own practice through observation, evaluation and discussion.
- To comply with the Data Protection Act and School policies and procedures.
- The post holder may reasonably be expected to undertake other duties commensurate with the level of responsibility that may be allocated from time to time.
- To safeguard and promote the welfare of children and young people and follow school policies and the staff code of conduct.
- To comply with the school's Health and Safety Policy and associated safe working procedures and guidelines.
- To comply with the school's Comprehensive Equality Policy and ensure that it is implemented within the service area of the post.

In addition, other duties of a similar nature and at no higher a responsibility level may be interchanged with/added to this list at any time.
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Prepared by (name, role, date): C Beard, Headteacher, November 2025

The above Job Description sets out the area of work in which duties will generally be focused, and gives an **example** of the type of duties that the postholder could be asked to carry out.

Please note that this is for **guidance** only. Postholders are expected to be flexible and to operate in different areas of work/ carry out different duties as required.

Equal opportunities

We are committed to achieving equal opportunities in the way we deliver services to the community and in our employment arrangements. We expect all employees to understand and promote this policy in their work.

Health and safety

All employees have a responsibility for their own health and safety and that of others when carrying out their duties and must co-operate with us to apply our general statement of health and safety policy.

Safeguarding Commitment

We are committed to protecting and promoting the welfare of children, young people and vulnerable adults.

Student Focus

We put our students' needs and expectations at the heart of all that we do. We expect our employees to have a full understanding of those needs and expectations so that we can provide high quality, appropriate services at all times.

Person Specification

Job Title:	Assistant SENDCo and Inclusion Lead	Range:	Main - Upper Pay Range plus TLR
Requirements (based on the job description)		Essential (E) or desirable (D)	To be identified by: application form (AF), interview (I), references (R), or other (give details)
Qualifications			
Good Honours degree in a relevant subject	E	AF/ certificates	
Teaching qualification with QTS	E	AF/ certificates	
NASENCO or NPQSEN or willingness to achieve it within 3 years of appointment	E	AF/ certificates	
Evidence of additional and relevant professional development e.g. NPQ	E	AF/ certificates	
Experience			
Successful teaching record (as an experienced teacher with recent experience in a mainstream setting)	E	AF / I / R	
Successful experience of working with young people with a range of SEN	E	AF / I	
Experience of supporting student achievement, social and emotional development and well being	E	AF / I	
Experience of delivering staff training	E	AF / I	
Experience of working effectively with Teaching Assistants	E	AF / I	
Experience of leading others	E	AF / I	
Experience of liaising with external agencies to secure improved outcomes for young people	D	AF / I	
Experience of working in a pastoral or safeguarding team	D	AF / I	
Experience of using data and electronic records to track, identify and support students	D	AF / I	
Experience of leading whole school change	D	AF / I	
Knowledge, skills and abilities			
Knowledge of barriers to learning experienced by students and the relevant support strategies that can be put in place (including SEN, PP and EAL)	E	AF / I	
Knowledge of the SEND Code of Practice and its application.	E	AF / I	

Good understanding of what makes quality first teaching and effective intervention strategies	E	AF/I
Knowledge of behaviour management techniques for groups and individuals with SEND.	E	AF / I
Good understanding of curriculum and assessment particularly in relation to SEND and vulnerable students, including the use of Alternative Provision	E	AF / I
Good understanding of the principles behind school improvement, including school improvement planning, monitoring and reviewing progress.	E	AF / I
Understanding of Access Arrangements with a working knowledge of JCQ regulations.	D	AF / I
Understanding of the challenges and strategies to support students at key transition points	D	AF / I
Show a commitment to providing a fair, equitable and mutually supportive learning and working environment for our students and staff	E	I
Willingness to contribute fully to wider initiatives/ developments within school	E	I
Excellent ICT skills and ability to use a range of software packages to support learning	E	I
Willingness to participate in the school's broad extra-curricular programme	E	I
Ability to prioritise, plan, organise well and work with others to achieve objectives	E	I
High professional standards in attendance and punctuality	E	I
Other (including special requirements)		
Satisfactory DBS clearance	E	Certificate
Commitment to safeguarding and protecting the welfare of children and young people	E	I
Commitment to equality and diversity	E	I
Commitment to health and safety	E	I
Commitment to attendance at work	E	I
Commitment to undertake relevant professional development and safeguarding training	E	I

Pre-Employment Risk Identification Form (R.I.F.)

This form is provided to potential applicants to so that you are aware of the potential risks associated with this role; this form does not override the employer's requirement to undertake a general risk assessment under the management Health and Safety at Work Regulations 1999.

Post title	Assistant SENDCo and Inclusion Lead / Class Teacher
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A. The job to which this form refers will or may involve one or more of the following activities. (Indicated by Yes or No.)

Please note that if any of the following 10 activities are involved, there is an automatic requirement for a pre-employment assessment by Occupational Health and, possibly, for subsequent Health Surveillance.

		Yes	No
1	Work at heights (<i>e.g. over 2m from tall step/extension ladders; scaffold towers, roofwork etc</i>).		X
2	Work in excessively noisy environments above statutory control limits (<i>Highly unlikely to include examples associated with any office environments. Examples might include use of woodworking machinery, road drilling, masonry cutting etc</i>).		X
3	Work in unusual environmental conditions (<i>e.g. where access or egress or free flow of air may be restricted or where there may be a build up of gases, vapours or fumes or the use of breathing apparatus is required</i>).		X
4	Use of hand operated tools and equipment known to be associated with hand arm vibration syndrome (<i>e.g. percussive metalworking tool; rotary handheld tool [not floor polishers]; grinders; percussive hammers and drills etc</i>).		X
5	Driving a heavy goods vehicle, coach, bus or minibus belonging to Lancashire County Council, transporting others in their own vehicle, or regularly transporting more than three other people as part of normal duties.		X
6	Some contact with hazardous substances (<i>e.g. chemicals with an orange warning label indicating: very toxic; toxic; harmful; corrosive; sensitising by inhalation/skin contact; carcinogenic; mutagenic; toxic for reproduction; professional bio/pesticides; organophosphates; gluteraldehyde; latex gloves</i>).		X
7	Prolonged or frequent exposure to machine generated wood dust, or other heavy or excessive concentrations of mineral dust.		X
8	Work with lead or lead-based products (<i>e.g. some paints</i>).		X
9	Food handling/preparation (of raw or uncooked food only).		X
10	Occupational fieldwork or work in extreme conditions (<i>e.g. involving excessive heat or cold or frequent walking for long distances over rough terrain in all weather conditions, forestry/countryside work</i>).		X

B. The job to which this form refers will or may involve one or more of the following activities. (Indicated by Yes or No.)

This section is for the information of applicants and does not facilitate a referral to Occupational Health.

		Yes	No
1 1	Face to face contact with the public/service users (<i>e.g. at sensitive front line posts re abuse, aggression, assault</i>).	X	
1 2	Working in isolation/lone working.		X
1 3	Work with electrical wiring (<i>e.g. colour blindness</i>).		X
1 4	Work where there may be an increased risk of needlestick injuries or blood borne infections HIV; Hepatitis B; Hepatitis C: (<i>e.g. site supervisors; site work, grounds or buildings maintenance, gardeners; some carers</i>).		X
1 5	Work that may bring the employee into contact with rats, rat contaminated ground or other animals or livestock (<i>e.g. risk of weils disease, other animal borne diseases, zoonoses</i>).		X
1 6	Manual handling (<i>other than routine office/administrative lifting and carrying e.g. assisting / moving service users with mobility problems, portering type activities</i>).		X
1 7	Working with vulnerable service users (<i>e.g. children with disabilities; the elderly; children/adults with learning difficulties; alcohol/drug abusers</i>).	X	
1 8	Work involving repetitive movements or forced posture (<i>e.g. twisting, screwing, movements of the hands wrists, arms and/or shoulders awkward body and limb posture or excessive force, bending, kneeling</i>).		X
1 9	Work as a regular display screen user (<i>where more than 1/3 of a person's time is spent using DSE continuously over any 1 month period</i>).	X	

Any other occupational hazards/comments that you consider to be relevant to the post which are not included above: none.