



Job Description

Job Title:	SENDCo and Inclusion Lead
Grade:	Leadership Pay Range: L1-L4
Hours:	Minimum 0.6 FTE
Contract:	Permanent
Responsible To:	Headteacher

Introduction

This appointment is with Holy Cross Catholic Multi Academy Company under the terms of the Catholic Education Service contract. The post-holder will, by personal example, ensure that the Catholic ethos and mission of the MAC, permeates all aspects of the life of the school.

This job description may be amended at any time, following consultation between the headteacher and the post-holder. It will be reviewed annually.

Core Purpose

- To lead and develop the school’s SEND strategy and Inclusion policy in regard to the direction of work for pupils in particular SEND, Pupil Premium, More Able and pupils with English as an additional language (EAL) pupils.
- To fulfil the statutory duties of the SENDCo and Inclusion Lead.
- Ensure the SEND policy is put into practice, and its objectives are reflected in the school improvement plan (SIP), maintaining up-to-date knowledge of national and local initiatives that may affect the school’s policy and practice.
- To ensure the school uphold its duties to the SEND Code of Practice.
- To coordinate effective provision, ensuring that children with SEND and/or EAL receive the required level of appropriate support.
- To provide the support, challenge, information and development necessary for all staff involved in teaching pupils with additional needs as well as ensuring equity of opportunity to secure good teaching and learning and, therefore, good progress.
- Working with class teachers, support staff, the leadership team, parents and external agencies to ensure appropriate provision is in place to allow children with SEND and/or EAL to be supported academically and personally.
- Carry out teaching duties as directed by the Headteacher.
- We would support applications from those willing to gain their SENDCo and Inclusion qualifications.

Duties and Responsibilities

Teaching, curriculum and assessment

- Model, establish and sustain high quality inclusive teaching in own classroom practice.





- Provide regular updates on pupil progress through written reports and meetings with parents/ carers and the leadership team for appropriate numbers of pupils.

Identifying and Meeting Pupil's Needs

- Work closely with pupils, staff, external agencies and parents/carers to identify, assess and implement effective plans for all pupils with SEND and or EAL needs.
- Support class teachers in planning and delivering high-quality inclusive teaching, including effective deployment of learning assistants.

Supporting Staff and Leading Practice

- Lead and support staff working with pupils with additional needs, including Learning Assistants, ensuring effective delivery of evidence-based interventions.
- Ensure all staff have the knowledge, strategies and confidence to provide inclusive learning environments where pupils with SEND/EAL can thrive.
- Monitor, track and evaluate the progress of pupils with SEND/EAL, ensuring data is accurate, used effectively and informs timely adaptations to provision.
- Evaluate the quality of teaching and outcomes for pupils with additional needs and implement improvement plans where necessary.
- Ensure the creation, implementation and review of provision maps, EHCPs, support plans and individual risk assessments and review reports.
- Maintain an accurate SEND register.
- Act as a reference point for staff seeking guidance on SEND, EAL and More Able.

Statutory Responsibilities

- Ensure statutory responsibilities relating to SEND, including EHCPs, Annual Reviews and the assessment process, are fully met.
- Organise and chair review meetings, maintaining detailed and accurate records of all pupils with additional needs.
- Support Leaders of Learning with assessment for access arrangements.
- Work in partnership with the Virtual School for Children in Care to ensure their needs are met effectively.

Leadership, Organisational Management and School Improvement

- Provide day-to-day strategic leadership of Inclusion across the school.
- Promote and model the inclusion of all children in all aspects of school life.
- Lead the development and review of Inclusion, SEND and EAL policies.
- Analyse national, local and school-based data and research to inform strategy, teaching and practice.
- Contribute to Leadership Team decisions and whole-school improvement, with a focus on inclusive practice.
- Maintain and monitor the school's provision map to ensure effective use of High Needs and Top-Up Funding.
- Lead high-quality CPD on Inclusion, SEND and EAL, sharing best practice and providing coaching and mentoring.
- Monitor and manage the Inclusion, SEND and EAL budgets, reviewing spending for effectiveness.





- Line manage the Learning Mentor and Learning Assistants, including overseeing appraisal and professional development.

Safeguarding

- Act as a Deputy Designated Safeguarding Lead and a key member of the Safeguarding Team.
- Address safeguarding concerns in line with school and Keeping Children Safe in Education.
- Act as a reference point for staff seeking guidance on safeguarding concerns.
- Support the Headteacher in developing and implementing safeguarding policies and practice.
- Attend regular safeguarding monitoring meetings.
- Hold responsibility for ensuring the needs of Children in Care are met and that statutory obligations are fulfilled.

Professional Development

- Complete the National Award for SEND Coordinator within two years (if not already held).
- Keep up to date with local and national developments in Inclusion, SEND and EAL.
- Work collaboratively with other Inclusion Leads, SENDCos and EAL Leads across the Holy Cross Catholic MAC and Birmingham Diocese to share best practice.

Governance, accountability and working in partnership:

- Provide regular reports to the Headteacher and Governors on the evaluation of the effectiveness of provision for pupils with SEND and or EAL, the impact of the provision and progress of pupils.
- Make timely referrals to and liaise effectively with external professionals.
- Support transition processes by working with previous settings, external agencies and receiving schools
- Undertake any other duties commensurate with the grade and the nature of this role.

An Enhanced Disclosure with the Disclosure and Barring Service (DBS) will be undertaken before an appointment can be confirmed. The successful candidate will be required to disclose all convictions and cautions, including those that are spent; the exception being certain, minor cautions and convictions which are 'protected' for the purposes of the 'Exceptions' order:

<https://www.gov.uk/government/collections/dbsfiltering-guidance>

This job description only contains the main accountabilities relating to the posts and does not describe in detail all of the duties required to carry them out.

Date Reviewed: March 2026





Person Specification – SENDCo and Inclusion Lead

	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> • Qualified teacher status • Experience of leadership • Up-to-date training related to Inclusion, SEND and EAL • National Award for SEN Coordination (NASENCo) pre 2025, or the NPQSENDCo, or willingness to complete within the statutory timeframe, or working towards it 	<ul style="list-style-type: none"> • Additional SEND training / qualifications • DSL Level 3 qualification • Up-to-date training in Safer Handling (or similar positive handling technique)
Skill and Knowledge	<ul style="list-style-type: none"> • Excellent classroom practice • Led successful school improvement • Experience in schools with high SEND and EAL • Proven ability to raise attainment for pupils with additional needs • Experience using effective strategies for SEND and or EAL pupils • Statutory Curriculum knowledge and development experience. • Working with external agencies on referrals • Reviewing provision and setting targets • Working with parents/agencies to safeguard pupils • Good ICT skills, particularly using ICT to support learning • Strong understanding of SEND and EAL strategies • Data analysis skills • Monitoring, moderation and feedback processes • Building positive relationships with pupils, staff, parents/carers and professionals • Creating inclusive learning environments • Secure understanding of safeguarding • Knowledge of SEND Code of Practice • Knowledge of SEND legislation regarding EHCP process 	<ul style="list-style-type: none"> • Experience of appraisal processes and leading training • Effective multi-professional collaboration • Working with the Virtual School for Children in Care. • Working with Governors • Budget management • Local Authority SEND and EAL procedures • Knowledge of the new OFSTED Toolkit
Personal Attributes	<ul style="list-style-type: none"> • Willingness to be supportive of the Catholic ethos of the school • Passionate for educating children and ensuring the needs of each individual child is met. 	<ul style="list-style-type: none"> • Practising Catholic





	Essential	Desirable
	<ul style="list-style-type: none"> • Able to work as a team, inspiring colleagues and sharing ideas and expertise • Is positive, proactive and resilient, with a 'can-do' approach • Seeks out new opportunities, takes ownership and is motivated to grow and develop both professionally and personally • Commitment to follow tasks through to completion • Organised and flexible, with ability to manage workload and wellbeing of self and others • Enthusiastic, energetic and creative • Has a professional attitude with high standards of personal integrity and discretion • Meets deadlines and works well under pressure • Has effective verbal and written communication skills • Commitment to maintaining confidentiality at all times • Commitment to safeguarding and equity. • Ability to work as a team, inspiring colleagues and sharing ideas and expertise 	

