



SENDCO, Inclusion & Pupil Premium Lead

Central MAT Office

The Diocese of Coventry Multi Academy Trust
St James' C of E Academy
Barbridge Road
Bulkington, Bedworth
CV12 9PF

Candidate Information

Together, pursuing life in all its fullness

SENDCO and Inclusion Leader

About the Role

The Trust is looking to appoint an inspirational and highly effective SENDCO and Inclusion leader who is committed to supporting All Saints Bedworth C of E Academy to educational excellence and further developing the distinctive Christian character of educational provision within the school community.

In return we can offer:

- A support network of professional colleagues
- A strong culture of professional development
- The opportunity to be part of an aspirational organization and contribute to its development and growth plans
- We are offering a salary of £32,916 - £51,048+ TLR2a (£3,527)
- Grade TMS 1-6 or UPS1-3 +TLR2a.
- Eligibility to join the Pension Scheme

Applications

Thank you for your interest in this post. Interested candidates are welcome to speak to us for more information about this fantastic opportunity. Visits to the school are strongly encouraged. Please contact the school office on 02476313387 or email school.office@allsaintsbedworth.covmat.org for an informal discussion about the post or to arrange a school visit.

Please note the closing date for applications is 18th January 2026. Please apply through My New Term online application process

We welcome all applications regardless of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race religion and belief, sex and sexual orientation.

Interviews will take place 22nd January 2026.

Job Description

KEY PURPOSE

The SENDCO, Inclusion and Pupil Premium Leader at All Saints Bedworth C of E Academy will provide operational management for Special Educational Needs and Disabilities (SEND), inclusion, and pupil premium provision across our one-form entry primary school. This role is pivotal in ensuring all pupils, including the significant proportion with SEND and those eligible for pupil premium receive high-quality, personalised support to thrive academically, socially, and emotionally. The postholder will champion an inclusive and aspirational culture that reflects our Church of England ethos, promotes belonging, and aligns with our vision and values, supporting children who often enter with low starting points and complex family needs.

In addition to whole-school SEND and inclusion leadership, the postholder will lead the strategic development and impact of pupil premium funding, ensuring targeted and evidence-based use of resources to close attainment gaps and enhance life chances for disadvantaged pupils. The postholder will also lead the development and provision of an 8-place specialist resource provision (SRP) due to open in September 2026, and an additional 8-place junior provision opening in September 2027.

The post holder will be a key member of the Senior Leadership Team (SLT), contributing to whole-school improvement and decision-making.

ACCOUNTABILITIES

The appointee will be line managed by Head Teacher.

STRATEGIC LEADERSHIP AND MANAGEMENT

- Lead the development, implementation, and evaluation of the school's SEND, inclusion, and pupil premium policies, ensuring alignment with Ofsted and SIAMS frameworks, statutory SEND Code of Practice, and pupil premium funding requirements.
- Collaborate with senior leaders, governors, and staff to embed an inclusive culture where all pupils, including those with SEND, EAL, and from disadvantaged backgrounds, feel safe, valued, and able to achieve their potential.
- Lead the strategic planning and operational management of the specialist resource provisions, ensuring effective integration with the wider school community and compliance with relevant statutory frameworks.
- Work alongside the Headteacher and governing body to ensure effective deployment of SEND and pupil premium funding and resources, including targeted interventions, staff deployment and family engagement strategies
- Demonstrating the school's visions and values in everyday work and practice; ensuring our learning and Christian values underpin the work of the school at all times.
- Take overall responsibility for pupil premium leadership, including analysis of pupil premium data, identification of barriers to learning, and development of whole-school strategies to improve outcomes for disadvantaged pupils.
- Ensure that pupil premium funding is used strategically to maximise impact on achievement, attendance, behaviour, and wider personal development.
- Monitor progress against targets and evaluate impact on teaching, learning, and pupil outcomes.

- Provide professional guidance to staff and governors on all aspects of SEND and inclusion.
- Motivate and work with others to create a shared culture and positive climate which embeds and develops the existing school ethos.
- Supporting the development of a school-wide focus on high standards of teaching focused on progress and achievement for all.
- Ensuring strategic planning takes account of diversity, values and experience of the school and community at large, whilst appropriately maintaining the distinctive Church of England foundation of the school.
- Monitoring learning, progress and pupil outcomes across the school.
- Setting high expectations for the school community with regard to behaviour and conduct; ensuring that these expectations are met and challenged where needed.
- Monitoring classroom practice and planning appropriate support for staff in order to improve teaching and learning

PROVISION AND INTERVENTION

- Oversee and quality assure the identification, assessment, and support of pupils with SEND and those eligible for pupil premium across the school, ensuring timely and appropriate interventions that minimise time away from mainstream classrooms.
- Develop and maintain effective provision mapping systems to monitor and evaluate the impact of SEND, inclusion, and pupil premium strategies on pupil progress, attendance, behaviour, and well-being.
- Lead the design and delivery of targeted SEND and pupil premium interventions, working closely with class teachers, support staff, and pastoral leaders to ensure coordinated and evidence-based approaches.
- Support and train teaching and support staff to implement evidence-based SEND and pupil premium interventions and reasonable adjustments, fostering independence and resilience among pupils.
- Coordinate person-centred planning approaches with pupils, families, and external agencies to ensure pupil voice and family engagement is central to SEND and pupil premium provision.

CLASSROOM TEACHING AND COVER

- Be prepared to undertake classroom teaching duties as required, including providing cover for PPA (Planning, Preparation and Assessment) time or staff absence, ensuring continuity of high-quality teaching and learning for all pupils.
- Maintain strong teaching practice alongside leadership responsibilities, modelling effective inclusive teaching strategies and supporting colleagues in class.

COLLABORATION AND PARTNERSHIP

- Work closely with the other leaders and inclusion staff to address barriers learning related to home, social circumstances, and disadvantage, including parenting, housing, and financial challenges.
- Build strong partnerships with external agencies, the local authority, and specialist services to secure timely and effective support for pupils
- Promote parental engagement and family involvement in SEND, inclusion, and pupil premium initiatives, developing strategies to improve communication and participation despite historically low engagement levels.
- Collaborate with SEND leaders and pupil premium leads in local networks and share best

practice to continually enhance provision and outcomes for disadvantaged pupils.

LEADERSHIP OF SPECIALIST RESOURCE PROVISION (SRP)

- Lead the planning, staffing, and day-to-day management of the SRP, ensuring it meets the needs of pupils with complex SEND in line with statutory requirements and best practice.
- Ensure smooth transitions for SRP pupils into and out of the provision, including liaison with feeder settings, external agencies and secondary schools.
- Monitor and report on the progress and well-being of SRP pupils, adapting provision as needed to maximise outcomes.

MONITORING EVALUATION AND REPORTING

- Analyse data related to SEND and pupil premium pupil attendance, behaviour, achievement, and well-being to inform continuous improvement.
- Lead regular evaluation of pupil premium impact, reporting on progress and outcomes to senior leaders and governors and using findings to inform future strategy and allocation of resources.
- Contribute to annual reviews of Education, Health and Care Plans (EHCPs) and update provision targets accordingly.
- Provide regular reports to senior leaders and governors on SEND, inclusion, and pupil premium effectiveness, including progress toward strategic goals and statutory compliance.

SKILLS AND COMPETENCIES

- Strong knowledge and understanding of the SEND Code of Practice, statutory frameworks, pupil premium funding guidance, and current best practice in SEND, inclusion, and disadvantage within primary education.
- Proven experience of leading SEND provision, inclusion, and pupil premium initiatives in a primary school setting, ideally including leadership or involvement in specialist resource provision development or management.
- Ability to lead and inspire staff to adopt inclusive, strengths-based approaches that raise aspirations and outcomes for all pupils, with a clear focus on closing the attainment gap for disadvantaged pupils.
- Excellent communication and interpersonal skills to engage effectively with pupils, families, staff, governors, and external partners, particularly in contexts of high deprivation and complex family needs.
- Skilled in data analysis and using evidence to drive improvements in provision and pupil outcomes, particularly for pupil premium cohorts.
- Competence in person-centred planning and collaborative working with families and multi-agency teams.
- Ability to manage competing priorities, lead change, and work collaboratively across a split-site school environment.
- Commitment to safeguarding, child protection, and promoting pupil well-being in line with the school's Church of England ethos and values.
- Proven classroom teaching skills with the flexibility to cover classes as required, maintaining high standards of teaching and learning during staff absence or PPA cover.

SUPPORTING THE WORK OF THE MULTI ACADEMY TRUST

As part of the Diocese of Coventry Multi Academy Trust, the postholder will be expected to develop and maintain strong, positive relationships with colleagues in the Multi Academy Trust,

within the family of Multi Academy Trust academies and the Diocesan family of schools.

STRENGTHENING THE COMMUNITY

Academies exist in a distinctive social context, which has a direct impact on what happens inside the school. Academy leadership should commit to engaging with the internal and external school community to secure equity and entitlement. All staff should collaborate with other schools in order to share expertise and bring positive benefits to their own and other academies. They should work collaboratively at both strategic and operational levels with parents and carers and across multiple agencies for the well-being of all children.

This will include:

- Building a school culture and curriculum which takes account of the Church Foundation and the richness and diversity of the school's communities.
- Creating and promoting positive strategies for challenging harassment of any kind.
- Ensuring learning experiences for pupils are linked into and integrated with the wider community, the local church and diocesan communities.
- Ensuring a range of community-based learning experiences, including building links with local churches and Coventry Diocese.
- Collaborating with other agencies in providing for the academic, spiritual, moral, social, emotional and cultural well-being of pupils and their families
- Creating and maintaining an effective partnership with parents and carers, (including those who may be described as 'hard to reach', those with learning disabilities and those for whom English is an additional language), to support and improve pupils' achievement and personal development.
- Building bridges with the school's diverse communities, seeking opportunities to invite the whole range of parents and carers, community figures (including clergy and church representatives), businesses or other organisations into the school to enhance and enrich the school and its value to the wider community
- Contributing to the development of the education system by, for example, sharing effective practice, working in partnership with other schools and promoting innovative initiatives.
- Co-operating and working with relevant agencies to protect children.

SAFEGUARDING CHILDREN AND SAFER RECRUITMENT

Our Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The successful candidate will be required to undertake an enhanced criminal record check via the DBS. Further information about the Disclosure and Barring Service is available from the DBS website at: [Disclosure and Barring Service - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

The Trust will ensure that:

- The policies and procedures relating to safeguarding and safer recruitment are fully implemented and followed by all staff.
- Sufficient resources and time are allocated to enable the designated person and other staff to discharge their responsibilities in relation to safeguarding, including taking part in strategy discussions and other inter-agency meetings and contributing to the assessment of children.
- All staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and that such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle blowing practices.

DATA PROTECTION

The post holder must meet the requirements of the General Data Protection Regulation Act 2018 at all times, especially concerning confidentiality, treatment of personal information and records management.

ADDITIONAL DETAILS

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. Staff will be expected to comply with all Trust policies and procedures and any reasonable request from a manager to undertake work of a similar level that is not specified in this job description. This job description will be reviewed annually and the Chief Executive reserves the right to alter the content of this job description, after consultation with the post-holder, to reflect changes to the job or services provided, without altering the general character or level of responsibility.

Person Specification

Personal Qualities, Qualifications and Experience		Measured By				
		Essential	Desirable	Application	Interview Process	References
Qualifications and Experience						
1	Honors degree or equivalent	✓		✓		
2	Qualified teacher status	✓		✓		
3	National Award for SEN Coordination (or willingness to achieve within statutory timeframe)	✓		✓	✓	
4	Evidence of ongoing professional development in SEND, inclusion or leadership	✓		✓	✓	
5	Experience of contributing to whole-school improvement and strategic planning		✓	✓	✓	
6	NPQML, NPQSL or other relevant leadership qualification		✓	✓		
7	Experience of working within a Multi Academy Trust		✓	✓		
8	Experience of line managing other staff, including supporting performance and development		✓	✓	✓	✓
Professional Experience and Knowledge						
1	Proven ability to improve outcomes for pupils with SEND / additional needs, including the needs of pupils with an EHCP, within a classroom environment in a primary setting	✓		✓	✓	✓
2	Proven experience of leading SEND provision and inclusion in a primary setting		✓	✓	✓	✓
3	Strong understanding of the SEND Code of Practice and statutory frameworks	✓		✓	✓	✓
4	Understanding of strategic use of the Pupil Premium funding to improve outcomes	✓		✓	✓	
5	Experience of developing and managing Specialist Resource Provision		✓	✓	✓	
6	Knowledge of evidence-based interventions for SEND and disadvantaged pupils	✓		✓	✓	✓
7	Familiarity with data analysis to monitor impact and inform improvement	✓		✓	✓	✓
8	A strong commitment to enhancing and embedding a robust safeguarding culture across the school	✓		✓	✓	✓
Curriculum and Pedagogy						
1	Deep understanding of primary curriculum, pedagogy and assessment	✓		✓	✓	✓
2	Knowledge of current educational research and best practice in teaching and learning	✓		✓	✓	✓

3	Ability to model and promote inclusive teaching strategies	✓		✓	✓	✓
4	Commitment to high-quality provision for pupils with SEND and disadvantaged backgrounds	✓		✓	✓	✓
Leadership and Management						
1	Experience of developing and implementing whole-school policies and improvement plans		✓	✓	✓	✓
2	Ability to lead and inspire staff to adopt inclusive evidence based practice	✓		✓	✓	✓
3	Knowledge and understanding of safeguarding requirements and good practice	✓		✓	✓	✓
4	Experience of managing budgets and resources effectively to maximise impact		✓	✓	✓	✓
5	Ability to monitor, evaluate and report on impact to senior leaders and governors	✓		✓	✓	✓
Skills and Abilities						
1	Excellent communication and interpersonal skills for engaging families and external agencies	✓		✓	✓	✓
2	Strong organisational and time management skills to manage competing priorities	✓		✓	✓	✓
3	Skilled at working collaboratively with a range of stakeholders	✓		✓	✓	✓
4	Ability to teach and provide classroom cover when required	✓			✓	✓
5	Proven ability to develop positive relationships with pupils, parents/carers, governors and the local community	✓		✓	✓	✓
6	Proficiency in using ICT effectively to support effective administration, workload, data analysis and reporting	✓		✓	✓	✓
Personal Qualities						
1	High expectations for all pupils and commitment to closing attainment gaps	✓		✓	✓	✓
2	A positive role model who embodies the school's vision and values	✓		✓	✓	
3	Resilient, reflective and solution-focused approach	✓		✓	✓	
4	Is articulate and approachable with excellent interpersonal communication skills both verbally and in writing	✓		✓	✓	✓
5	Empathy and sensitivity when working with families facing complex challenges	✓		✓	✓	✓
6	Is committed to on-going professional development and continuous improvement	✓		✓	✓	✓
6	Willingness to contribute to the wider life of the school and community	✓		✓	✓	✓

I (name) hereby confirm that I have received a copy of the Job Description for the post of **SENDCO, Inclusion and Pupil Premium Lead**

Signed

Date

