



Job Description: Inclusion Lead (SENDCo)

Effective date:	Permanent Contract
Job Level:	Part-Time (0.8)
Responsible to:	Head of School

Purpose of the Role:

The Inclusion Lead (SENDCo) is responsible for leading, developing and overseeing high-quality inclusive provision across the school to ensure that pupils with Special Educational Needs and Disabilities (SEND) and additional learning needs are identified early, supported effectively and enabled to thrive academically, socially and emotionally.

Working in close partnership with senior leaders, teachers, support staff, parents and external professionals, the Inclusion Lead promotes a culture of high expectations, adaptive teaching and inclusive practice throughout the school. The role combines strategic leadership with direct involvement in assessment, intervention, monitoring and staff development to ensure that all pupils can access an ambitious and broad curriculum.

The Inclusion Lead will ensure compliance with statutory SEND responsibilities while championing a proactive and child-centred approach to inclusion that promotes independence, confidence, resilience and wellbeing.

Main Responsibilities and Duties

1. Identification, Assessment and Monitoring

- Lead and support the early identification of pupils with SEND or additional learning needs through observation, assessment and collaboration with teaching staff.
- Establish and maintain effective systems for identifying, assessing, monitoring and reviewing SEND provision.
- Collect, interpret and analyse specialist assessment data to inform provision and intervention.
- Oversee and maintain the SEND register and associated pupil records.
- Manage the preparation, implementation and regular review of Personal Education Plans (PEPs) or equivalent provision plans.
- Monitor and evaluate the impact of interventions and provision, maintaining accurate records of progress and outcomes.
- Track pupil progress and proactively identify pupils who may require additional support and/or challenge.
- Coordinate screening and assessment procedures, including Access Arrangements where appropriate.
- Keep senior leaders informed of pupil progress, provision effectiveness and any emerging concerns.
- Ensure all admissions and entry assessments appropriately consider identified SEND needs.

2. Collaboration and Whole-School Inclusion

- Lead, manage and develop the school's SEND and inclusion provision.



- Promote a whole-school culture of inclusive practice, high expectations and effective adaptive teaching.
- Work closely with class teachers, curriculum leaders and external SEND specialists to support inclusive classroom practice and pupil progress.
- Disseminate good practice in SEND and inclusion across the school community.
- Support staff in understanding the needs of pupils with SEND and implementing effective teaching strategies.
- Collaborate with members of the Inclusion Team, including pastoral staff, wellbeing staff and specialist support professionals.
- Liaise with external professionals including educational psychologists, speech and language therapists and specialist teachers.
- Attend and contribute to pupil progress meetings, transition meetings and relevant pastoral discussions.
- Ensure continuity of provision and effective transition arrangements between year groups and key stages.
- Advise senior leaders and governors on SEND provision, compliance and strategic development.
- Ensure school policies reflect current SEND legislation, guidance and best practice.
- Promote effective use of facilities and resources to support inclusion and accessibility across the school.
- Provide cover for absent colleagues where appropriate.

3. Partnership with Parents

- Build positive and professional relationships with parents and carers of pupils with SEND.
- Lead or contribute to meetings with parents regarding pupil needs, provision, progress and outcomes.
- Communicate clearly, sensitively and professionally with families regarding support strategies and next steps.
- Support parents in understanding approaches that may reinforce learning, independence and wellbeing at home.
- Work collaboratively with families to ensure pupils receive consistent and effective support
- Provide clear written reports and updates regarding pupil progress and provision where required.

4. Professional Development and Contribution

- Maintain up-to-date knowledge of SEND legislation, research and best practice.
- Participate actively in the school's professional development programme and relevant external networks.
- Provide training, guidance and support for staff on SEND, inclusion and adaptive teaching.
- Contribute to professional dialogue and the ongoing development of inclusive practice across the school.
- Review and evaluate teaching methods and intervention approaches to ensure high-quality provision.
- Engage in relevant external training, professional forums and SEND networks.
- Contribute to the strategic development of SEND and inclusion priorities within the school development plan.



- Uphold and actively support the school's aims, ethos, safeguarding responsibilities and policies at all times.

5. Specialist Teaching and Targeted Support

- Plan and deliver high-quality specialist teaching and targeted interventions for individual pupils and small groups with identified additional needs.
- Provide targeted support in literacy, numeracy and wider curriculum areas, ensuring alignment with classroom learning.
- Adapt teaching approaches, resources and strategies to enable pupils to access an ambitious and broad curriculum.
- Promote independence, metacognition, resilience and self-regulation, encouraging pupils to develop confidence as learners.
- Support teachers and learning support staff in identifying effective adaptive teaching approaches for pupils with SEND.
- Ensure interventions are evidence-informed, purposeful and regularly reviewed for impact.
- Contribute flexibly to a responsive timetable across the school, adjusting provision in line with pupil needs.
- Maintain and promote positive learning behaviours and 'can-do' attitudes for pupils with SEND and additional learning needs.
- Support the provision for More Able pupils where appropriate.

Professional Standards and Whole-School Responsibilities

1. Ethos, Professional Standards and Conduct

- Promote the School ethos in which the highest achievements are expected from all members of the School community.
- Maintain professional regard for the ethos, values, policies and practices of the School and uphold high standards in your own attendance and punctuality.
- Adhere at all times to the professional standards of dress, courtesy and efficiency expected within the School.
- Uphold the Staff Code of Professional Conduct demonstrating integrity, professionalism and confidentiality at all times in relation to school matters.
- Act in accordance with the professional duties and responsibilities outlined in your contract, Staff Handbook, job description and performance review framework.
- Work in a co-operative, diplomatic and professional manner, supporting colleagues and contributing positively to the School community.

2. Safeguarding, Welfare and Duty of Care

- Be fully committed to safeguarding and promoting the welfare of children and young people, acting at all times in accordance with the School's safeguarding policies and procedures.
- Take responsibility for reporting any safeguarding concerns promptly and in line with School policy.
- Raise any concerns about unsafe practice, safeguarding or the conduct of colleagues in accordance with the School's Whistleblowing Policy.

3. Policies, Procedures and Compliance

- Keep up to date with all School policies and procedures, including those in the Staff



Handbook, and work within them at all times.

- Work within the School's policy to promote equality of opportunity for all pupils and staff, both current and prospective.

4. Professional Responsibilities and Operational Contribution

- Undertake such tasks as may reasonably be expected (commensurate with the nature and level of the post).
- Undertake such additional duties as might be reasonably requested by the Head.
- Meet deadlines to support the efficient running of the School (including, where applicable, submitting planning, reports or other required documentation within agreed timescales).
- Occasionally cover for absent colleagues, when required, as organised by the Leadership Team.
- Where applicable, be responsible for the supervision of the work of any Teaching Assistants/Early Years Practitioners or other colleagues assigned to work under your direction.

5. Meetings, Events and Wider School Life

- Attend all INSET days and weekly briefing meetings.
- Attend assemblies, parents' evenings, parent meetings, and other School meetings and events as may be required (including Staff, Curriculum, Year Group, department and other relevant meetings).
- Attend and participate in Open Days, Prizegiving and Parent Talks and all other school events such as School Fetes, Concerts and Plays, as required during the course of the year.
- Carry out supervisory duties, including playground and lunch supervision, as directed by the Leadership Team.
- Take part in day and/or residential trips, if necessary and reasonable.
- Play an active role in clubs and extracurricular activities.

6. Professional Development and Continuous Improvement

- Be responsible for maintaining up-to-date subject knowledge and/or role-specific expertise appropriate to your position.
- Undertake appropriate CPD and training to support the effective performance of your role and contribute to your ongoing professional development.
- Attend school organised CPD sessions whether they be twilight/whole day/off-site.
- Actively engage in the School's Professional Development Programme.
- Analyse and identify your own areas of strength and areas for development and seek opportunities to learn.

- Develop your use of ICT both as an organisational tool and (where relevant) as a means to deliver a better curriculum.

7. Communication, Relationships and Reputation

- Respond to emails and other communications in a timely and professional manner.
- Liaise appropriately with all those people with whom you work, fostering and maintaining good working relationships and acting as a courteous, friendly and business-like member of the School team.
- Liaise with parents and carers, where appropriate to the role, in a professional, courteous and timely manner, ensuring communication is clear, respectful and aligned with School policies and procedures.



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- Conduct yourself in a manner that upholds and enhances the School's reputation, contributing to its positive promotion within the local and wider community.
- Comply with data protection legislation and maintain the confidentiality and security of personal data.
- Use School IT systems and online platforms responsibly and in accordance with the School's acceptable use policies.

Note:

This job description reflects the present requirements of the post. As duties and responsibilities change and develop, the job description will be reviewed and be subject to amendment in consultation with the post holder.

WGPS is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. Appointments are subject to satisfactory references, pre-employment and DBS checks.

Signature of Post Holder: _____ **Date:** _____



Personal Specification - Inclusion Lead

The following outlines the key skills and experience required for this position. The selection panel will assess each candidate against the criteria listed below, expecting candidates to demonstrate knowledge and understanding of each area and show evidence of having applied (or awareness of how to apply) this knowledge and understanding in the school context. The panel will use the following assessment tools:

- Application form,
- Interview/assessment activities,
- References
- Other employment checks.

Qualifications and Experience	Essential	Desirable
Educated to degree level or equivalent	✓	
Qualified Teacher Status	✓	
Additional SEND qualification or specialist training	✓	
Experience of teaching pupils with SEND across Reception to Year 6	✓	
Experience of designing and delivering targeted interventions	✓	
Experience of monitoring and evaluating pupil progress	✓	
Experience of working in an independent school setting.		✓
Professional Knowledge and Understanding	Essential	Desirable
A strong understanding of SEND and inclusive teaching strategies	✓	
Knowledge of current SEND legislation and best practice	✓	
High expectations for all learners and a commitment to measurable progress	✓	
Understanding of adaptive teaching and strategies to remove barriers to learning	✓	
Skills & Competencies	Essential	Desirable
Ability to set appropriately challenging targets and support pupils in achieving them	✓	
Ability to establish a safe, stimulating and respectful learning environment	✓	
Strong organisational skills and ability to manage time effectively to meet deadlines	✓	



Excellent communication skills, including the ability to work collaboratively with colleagues and external professionals	✓	
Ability to communicate effectively with children while maintaining appropriate professional boundaries	✓	
Strong IT skills and confidence in using technology to support learning	✓	
Professional Knowledge and Understanding	Essential	Desirable
An understanding of the different ways in which children learn and the appropriateness of a variety of teaching initiatives to meet the individual learning needs of each child	✓	
Ability to establish a safe and stimulating environment for our pupils, rooted in mutual respect	✓	
Ability to set targets that stretch and challenge students of all backgrounds and abilities	✓	
Personal Attributes	Essential	Desirable
Professional integrity, discretion and reliability	✓	
Self-motivated and proactive	✓	
Flexible and able to respond to changing priorities	✓	
Able to work effectively both independently and as part of a team	✓	
Enthusiasm, resilience and commitment to continuous improvement	✓	
Additional Factors	Essential	Desirable
Commitment to safeguarding and promoting the welfare of pupils	✓	
Commitment to equality, diversity and inclusion	✓	

Signature of Post Holder: _____ **Date:** _____