



JOB DESCRIPTION

SCHOOL: St Gregory's Catholic High School

POST DETAILS

Job Title: Strategic SENDCo & Inclusion Lead*

Grade: L12-14 (Associate Senior Leader)

Directly Responsible To: Deputy Head teacher (Pastoral) & Senior Assistant Head teacher (Curriculum)

*This is a new, enhanced role for St Gregory's Catholic High School and therefore the Job Description is subject to continued review, however all responsibilities will be commensurate with the pay scale provided

Primary Purpose and Scope of the Job:

To uphold the Catholic mission and values of St Gregory's Catholic High School at all times.

The post holder will be an 'associate' of the Senior Leadership Team and provide leadership for whole school SEND and Inclusion strategy. The post holder will provide a clear strategic focus on inclusion and ensure a high-quality provision for pupils with special educational needs and disabilities (SEND).

The post holder will lead and quality assure statutory compliance, including the strategic oversight of Education, Health and Care Plans (EHCPs) and resource provisions, ensuring that systems, practice and outcomes meet both statutory requirements and the school's inclusive vision.

The post holder will have oversight and direction of interventions for vulnerable groups. The post holder will lead training for staff on SEND and Inclusion practices throughout the year and oversee the strategic management of the SEND resources in the school.

A key responsibility of the role is to embed, monitor and quality assure the Inclusive and SEND Provision across KS3 and KS4, ensuring consistency, impact and continuous improvement. The post holder will play a central role in ensuring the school is inspection-ready, with robust evidence of inclusive practice aligned to the Ofsted framework.

Primary Purpose and Scope of the role:

You are required to carry out the duties of a teacher and to meet the Teachers' Standards as set out in the current School Teachers' Pay and Conditions Document.

You are required to meet the general expectations of an Associate Assistant Headteacher as set out below.

- To uphold and develop the school's vision and values and be a role model at all times
- To play a key role in the school improvement, self-evaluation, planning and target-setting process
- To act as a leading professional and role model for the community, upholding and demonstrating the ethical standards of selflessness, integrity, objectivity, accountability, openness, honesty and leadership
- Model exemplary classroom practice when required
- To make an impactful contribution to the strategic direction and development of the school, including through the following key areas of responsibility:

IMPROVE STUDENT PROGRESS AND ATTAINMENT ACROSS CURRICULUM AREAS

In order to achieve this they will:

- Ensure assessment of needs
- Attend pupil progress panel meetings
- Liaise with HoDs/Departments regarding student achievement and progress
- Review student outcomes in order to inform discussions around the appropriate support and intervention strategies
- Advise line management and Governing Board of priorities for expenditure and deployment of staff, and utilise resources with maximum efficiency
- Maintain and develop resources, coordinate their deployment and monitor/track their effectiveness in meeting the key priorities of the school
- Coordinate all Annual Reviews and attend/chair when necessary

Strategy & Compliance

- Provide strategic leadership for inclusion and SEND as a core element of whole-school improvement at St Gregory's Catholic School
- Contribute to the Senior Leadership Team, supporting the school's vision, values and strategic decision-making
- Lead the development, implementation and evaluation of the school's SEND and Inclusion Strategy, ensuring alignment with whole-school priorities
- Ensure inclusive practice is embedded consistently across all phases and subjects
- Ensure full statutory compliance with the SEND Code of Practice, Equality Act 2010 and all relevant legislation
- Provide strategic leadership and quality assurance of Education, Health and Care Plans (EHCPs), ensuring provision is appropriate, timely and impact-driven
- Ensure that statutory consultation, review timelines and access arrangements are met and implemented effectively
- Ensure the school's Accessibility Plan meets the requirements of the Equality Act 2010, is implemented effectively and reviewed regularly
- Work in partnership with the local area to implement local SEND strategy, promote the local offer and support pupils with SEND and their families to access appropriate provision
- Monitor, evaluate and report on the effectiveness of SEND and inclusion provision to SLT and governors
- Ensure the school is inspection-ready, with clear evidence of inclusive practice and positive outcomes for pupils with SEND
- Contribute to self-evaluation, school development planning and governance reporting in relation to inclusion and SEND
- Remain informed of national and local developments in SEND and inclusion and adapt

practice accordingly

Quality of Provision

- Ensure high-quality, inclusive provision through strong systems, effective practice and robust quality assurance
- Strengthen whole-school systems for the early identification of SEND, including the use of screening and diagnostic assessments
- Lead and embed an effective graduated response at SEN Support, ensuring robust assess–plan–do–review cycles
- Ensure that specialist advice is implemented effectively by the wider SEND team and that reasonable adjustments are made in line with statutory guidance
- Quality assure classroom practice, working closely with the Quality of Education team to ensure inclusive strategies and pupil passports are consistently implemented and impactful
- Support staff to adapt teaching and learning through high-quality, evidence-informed inclusive practice
- Monitor the impact of interventions and provision using data and evaluation to inform next steps
- Work closely with the Deputy SENDCO and examinations teams to ensure access arrangements for internal and external assessments meet pupils' needs

Impact on Pupils

- Ensure strong outcomes, engagement and wellbeing for pupils with SEND
- Ensure that the work of the SEND team leads to improved academic, social and emotional outcomes for pupils with SEND
- Lead on identifying and addressing barriers to attendance, engagement and participation for pupils with SEND
- Work collaboratively with pastoral teams, families and external agencies to improve attendance, engagement and inclusion
- Promote inclusive approaches that support pupils' wellbeing, behaviour and sense of belonging within the school community
- Use pupil-level data, attendance information and qualitative evidence to evaluate impact and drive continuous improvement

Staff Leadership and Partnership Working

- Support sustainable inclusion through effective leadership, collaboration and partnership
- Line manage relevant staff, including the Deputy SENDCO contributing to performance management and professional development
- Oversee resource provisions, ensuring effective deployment of staff, high-quality practice and positive pupil outcomes
- Foster strong partnerships with parents/carers and external professionals to support pupils with SEND effectively
- Lead and facilitate professional development for teachers related to inclusive practice, in conjunction with the Assistant Headteacher for Professional Learning
- Lead and facilitate professional development for associated support staff, related to inclusive practice
- Provide professional guidance to staff to secure good teaching for SEND pupils, through both written guidance and meetings
- To lead the appraisal process of TA's and HLTA's professional development, including whole school INSET provision
- Have strategic management of the deployment of TA's and HLTA's within school to secure the best outcomes for pupils with SEND

- Have strategic management and overview of the day to day running and future development of IONA which is the direct responsibility of the Head of the Designated Provision
- Provide regular information to the Line Manager and Governing body on the evaluation of the SEND provision in school

Safety and Safeguarding

- To take all reasonable steps to ensure the Health and Safety of students and staff within the teaching base environment
- To promote and safeguard the welfare of students in accordance with the school’s child protection policy

St Gregory’s Catholic High School is committed to safeguarding and protecting the children and young people that we work with, as such, all posts are subject to a safer recruitment process, including the disclosure of criminal records and vetting checks. The post holder will be required to complete an enhanced Disclosure Barring Service (DBS) Check with appropriate barred list checks, or the equivalent, and must be eligible to work in the UK. We ensure that we have a range of policies and procedures in place which promote safeguarding and safer working practice across the school, this is in line with statutory guidance Keeping Children Safe in Education and The Education Act, we expect all staff and volunteers to share this commitment.

REVIEW ARRANGEMENTS

The details contained in this Job Description reflect the content of the job at the date it was prepared, it is not a comprehensive statement of procedures and tasks but sets out the main expectations of the school in relation to the postholder’s professional responsibilities and duties. However, it is inevitable that over time, the nature of the jobs may change. Existing duties may no longer be required and other duties may be gained without changing the general nature of the post or the level of responsibility entailed. Consequently, the School will expect to revise this Job Description from time to time and will consult with the postholder at the appropriate time.

Job Description revised: April 2026

Revised by: Headteacher

Postholder: TBC

Signed:

Date: