

GRAVENEY TRUST

JOB TITLE: Inclusion and Pastoral Lead (Senco)	DURATION: PERMANENT
GRADE: MPS/UPS + TLR1a, or Leadership scale/Leadership Scale (depending on experience level)	LOCATION: Franciscan Primary School

This is an exciting opportunity for an experienced professional to be an active part of the leadership of our good school. Franciscan Primary is situated in the heart of Tooting and provides a secure, happy and aspirational learning environment for its local community.

THE SKILLS AND EXPERIENCE WE ARE LOOKING FOR

As Inclusion and Pastoral Lead with responsibility for SEND, you will combine whole-school strategic leadership with the statutory and operational duties of the SENCo, ensuring that the needs of all pupils - particularly those with additional needs - are fully met and that high standards of teaching, learning and inclusion are secured. Alongside your leadership responsibilities, you will maintain a flexible teaching commitment, modelling excellence in classroom practice and supporting colleagues in delivering high-quality provision across the school.

This is an exciting opportunity for an experienced professional to play a pivotal role in the leadership of Franciscan Primary School. We are a thriving, inclusive school in the heart of Tooting, providing a secure, happy, and aspirational learning environment for all members of our community.

QUALIFICATIONS

- Essential Qualified Teacher Status
- NASENCO/ NPQSENCO or equivalent
- Evidence of formal professional development in Leadership and Management

A good honours degree (2:1 or above) and a relevant post-graduate qualification are desirable.

Main Purpose of the Post
<ul style="list-style-type: none"> • To lead and coordinate provision for pupils with SEND in line with statutory requirements, the SEND Code of Practice, and the school's Inclusion Policy. • To be an active part of the leadership team, playing a key role in the strategic leadership and day-to-day management of the school. • To ensure excellence in teaching, learning, and outcomes for all pupils, with a focus on equity, inclusion, intersectionality and high expectations. • To contribute to whole-school self-evaluation, improvement planning, and policy development, taking specific responsibility for SEND, safeguarding (as DSL/Deputy DSL), and identified school

priorities.

KEY RESPONSIBILITIES

Strategic Leadership

- Support the Headteacher in shaping and articulating the vision, ethos and strategic direction of the school, ensuring inclusion and equity are at the heart of all decision-making.
- Provide strategic leadership for SEND, vulnerable groups, EAL and Pupil Premium pupils, ensuring provision is high-quality, inclusive, and compliant with statutory guidance.
- Lead on the school's inclusion and pastoral strategy, developing systems and practices that promote positive behaviour, wellbeing, safeguarding and belonging for all pupils.
- Take responsibility for shaping, implementing and monitoring whole-school behaviour initiatives and policy, ensuring consistency, equity and alignment with the school's values.
- Contribute to school development planning and monitoring, with responsibility for SEND, inclusion, EAL, Pupil Premium and wider teaching and learning priorities.
- Oversee aspects of school organisation including pupil wellbeing, timetabling, cover, pastoral systems, parental engagement and communication.
- Monitor, evaluate and report on the impact of provision and interventions for vulnerable pupils, ensuring progress, attainment and wider outcomes are improved.
- Represent the school to governors, the Trust, parents and external agencies, promoting effective collaboration and securing support for pupils and families.

SEND Leadership (SENCO)

- Be the designated teacher for SEND, with responsibility for the day-to-day operation of the school's SEND policy and the strategic development of provision in line with the SEND Code of Practice.
- Lead on the early identification, assessment and graduated response for pupils with SEND, ensuring timely interventions and high-quality provision that enable pupils to make sustained progress.
- Coordinate, quality assure and review statutory and non-statutory plans, including Education, Health and Care Plans (EHCPs), Individual Education Plans (IEPs), and personalised support plans.
- Oversee and manage the annual review process for pupils with EHCPs, ensuring compliance with statutory timelines and effective multi-agency collaboration.
- Work closely with external professionals (e.g. Educational Psychologists, Speech and Language Therapists, CAMHS, health and social care practitioners, Virtual School) to ensure joined-up, evidence-based support for pupils and families.
- Monitor, track and analyse the attainment, progress and wider outcomes of pupils with SEND, reporting to the Senior Leadership Team, Governors and the Trust, and using data to evaluate impact and inform future provision.
- Provide professional development, training and coaching for teaching and support staff to strengthen inclusive classroom practice and ensure the needs of pupils with SEND are consistently met.
- Lead on the deployment and professional oversight of SEND support staff, ensuring effective use of resources and high-quality provision across the school.
- Build strong, collaborative relationships with parents and carers, ensuring their voice and partnership are integral to planning, review and decision-making.
- Work in partnership with the Designated Safeguarding Lead (DSL) and pastoral leads to align SEND and safeguarding systems, ensuring vulnerable pupils receive coordinated and holistic support.

Teaching and Learning

- Be an exemplary classroom practitioner and role model of high-quality, inclusive teaching, ensuring

all children - regardless of background, need or starting point - can access and engage fully in learning.

- Lead and coach staff to secure consistently strong teaching and learning across all phases, promoting approaches that recognise intersectionality (e.g. SEND, EAL, CLA, Pupil Premium) and respond effectively to pupils with overlapping vulnerabilities.
- Support curriculum development that promotes accessibility, inclusion and high expectations, ensuring all children see themselves represented and experience a sense of belonging within the school community.
- Monitor teaching standards and pupil outcomes, implementing strategies for improvement, and ensuring that provision is adapted to meet the needs of every learner.
- Champion the use of evidence-informed practice to close attainment gaps, accelerate progress, and ensure equity of opportunity for all pupils.

Safeguarding and Wellbeing

- Be a core member of the safeguarding leadership team, acting as Deputy Designated Safeguarding Lead (DSL), with responsibility for ensuring statutory duties are met and consistently applied.
- Act as the Designated Teacher for Children Looked After (CLA) and Previously Looked After, leading on their progress, wellbeing and inclusion across the school. Work proactively with carers, Virtual School professionals and social workers to ensure that CLA pupils' voices are heard and their needs are fully met.
- Ensure SEND, safeguarding and pastoral systems are strategically aligned, recognising the intersectionality of vulnerabilities (e.g. SEND, EAL, CLA, Pupil Premium, attendance issues) so that provision is holistic and responsive.
- Provide line management and strategic oversight of the Inclusion Team, including specialist staff (e.g. SEN teaching assistants, pastoral staff, EAL support), ensuring high-quality provision and clear accountability.
- Build strong partnerships with external agencies and professionals (Educational Psychologists, Speech and Language Therapists, CAMHS, Social Care, Virtual School, Early Help services) to ensure coordinated multi-agency support for pupils and families.
- Lead on embedding trauma-informed and attachment-aware practice across the school, ensuring staff are equipped to meet the complex needs of pupils with overlapping vulnerabilities.
- Monitor, track and evaluate the outcomes of vulnerable groups to ensure they achieve aspirational academic and personal goals, reporting impact to governors and the Trust.
- Promote the wellbeing and personal development of all pupils, fostering resilience, confidence and independence through inclusive practice, targeted interventions and enrichment opportunities.
- Work closely with families and community partners to strengthen early intervention, prevent escalation of need, and secure positive long-term outcomes.

Staff Development and Leadership

- Provide line management for designated staff, including the Inclusion Team, specialist staff and SEND support staff, ensuring clarity of roles, accountability, and high-quality provision.
- Contribute to staff appraisal, CPD planning and talent development across the school, identifying individual and team training needs to strengthen inclusive practice.
- Lead, design and deliver professional learning for SEND, inclusion, safeguarding, EAL, Pupil Premium and high-quality teaching, ensuring that best practice is shared and embedded across all phases.
- Coach, mentor and support staff at different stages of their career (ECTs, experienced teachers, support staff), fostering a culture of reflection, collaboration and continuous improvement.
- Build staff expertise in behaviour, wellbeing and trauma-informed practice to strengthen whole-school approaches to inclusion and pastoral care.

Person Specification

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	Essential	Desirable
Qualifications		
Educated to degree level	x	
To hold a teaching certificate in Education which is recognised by the DfE.	x	
Qualified teacher status.	x	
To hold the National Award for SEN Co-ordination	x	
To have evidence of continuing and recent professional development relevant to the post.		x
Experience		
Experience of being a SENCO in the primary phase	x	
Current experience of senior leadership post in a primary school	x	
Detailed knowledge of the legislation and practice surrounding the education of children with SEN		x
An understanding of how to raise attainment particularly in relation to pupils with SEN (in any key stage).	x	
Must be able to demonstrate experience of affecting significant and sustained change in teaching, learning and curriculum either at phase or whole school level that has led to an improvement in pupil performance.	x	
Experience of contributing to whole school improvement.	x	
Experience of supporting/mentoring colleagues in order to secure school improvement.	x	
Experience of improving the quality of teaching and learning, through processes of monitoring and support.	x	
Experience of managing and using data to support pupil progress and attainment.	x	
Experience of supporting staff development programmes for teachers and other staff.	x	
Experience of supporting strategies to improve parental involvement in their children's learning.	x	
Professional Knowledge and Understanding		
Have a sound understanding of the skills and attributes involved in effective leadership.	x	
Understanding of current theory and best practice in teaching and learning, particularly as it relates to achieving high rates of progress of children of primary age.	x	
Committed to the pursuit of excellence through reflective practice and continued professional development	x	
Understand the expectations in the Ofsted Framework regarding effective leadership and management.	x	

Understand the contribution of EMA and SEN work in a primary school and what constitutes good practice and support for bilingual learners	x	
Knowledge of effective strategies to include, and meet the needs of, all pupils in particular underachieving groups of pupils and more able.	x	
Understand the principles of Racial Equality and Equality of Opportunity and how these may inform whole school policy.	x	
Have a good working knowledge and understanding of schools' statutory responsibilities regarding the needs and care of pupils with SEND.	x	
Professional Skills and Abilities		
To be an outstanding teacher.	x	
Model and disseminate excellent practice through coaching and working alongside colleagues.	x	
Be able to analyse data effectively to assess whole school performance and progress.	x	
Demonstrate the effective use of computing to enhance the learning and teaching of all subjects.	x	
Be able to work with a range of stakeholders including governors and parents and be accountable for performance and budget expenditure.	x	
Have good communication skills both orally and in writing.	x	
Have outstanding interpersonal skills, with the ability to enthuse and motivate others and develop effective partnerships	x	
Lead whole school INSET and training	x	
To practise equal opportunities in all aspects of the role and around the workplace in line with policy.	x	
Can demonstrate the drive to develop the school vision.	x	
Safeguarding		
Up to date knowledge of relevant legislation and guidance in relation to working with, and the protection of, children and young people.	x	
Display commitment to the protection and safeguarding of children and young people and the ability to follow agreed procedures.	x	
Understand what is involved in the role of Designated Safeguarding Lead including having a good understanding of up-to-date policy and practice.	x	

• *Achieving Excellence Together* •