



**Stockport School**

## **JOB DESCRIPTION**

### **Job Title: Director of Inclusion & Associate SENCO**

**MPS / UPS + TLR 1**

**(With the potential for an enhanced Extended Senior Leadership role for a candidate with suitable and significant experience)**

**Reporting To:** SLT Line Manager and/or SENCO

#### **Overview:**

The successful candidate will be an outstanding educator with proven leadership experience, ideally within the primary phase, as well as having experience and understanding of the requirements and demands of a large mainstream secondary setting; additional alternative and/or specialist SEND provision experience would also be advantageous to this role, including with the transition of students between phases. The successful candidate must have a passion for inclusive practice, and the ability to drive high expectations, strong pastoral care, and excellent teaching and learning, whilst continually reinforcing our 'PROUD' 'Stockport School Way' 'High Care - High Challenge' values across our large 11-16 school.

#### **Job Purpose:**

In support and collaboration with the Senior Leadership Team and SENCO:

- To lead and manage whole-school Inclusion, Nurture provision, and supportive SEND practice, providing strategic and operational direction, vision, ethos, systems and policies which promote, via inclusive practice, high levels of access and achievement, and meet equality and equity objectives to secure outstanding outcomes for all learners, including our most vulnerable.
- Lead by example and provide inspiration and motivation to the school community.
- Deliver a vision, ethos, policies and systems for a highly effective whole-school Inclusion, Nurture, and SEND provision, which promotes high levels of access and achievement for all learners.
- To design and develop in conjunction with other leaders across the school, an inclusive curriculum pathway of support for the most vulnerable learners to access opportunity and achieve success.
- Collaboratively with the SENCO, provide highly effective and strategic and operational leadership of the SEND department and wider SEND provision across the school.
- Collaboratively with the SENCO, to monitor, support, and have accountability for the overall progress and development of SEND students, including specific responsibility for students requiring additional Nurture provision as a leader and manager across the school.
- To support with the effective leadership, provision, and inclusive support for the most vulnerable students in the school.
- To proactively identify, address and support individuals and groups of students with additional need, including those with barriers to learning and access to education, including EAL, attendance, SEMH, and SEND.
- To assist the Headteacher and SLT in shaping a vision and direction for the school, setting out very high expectations with a clear focus on opportunity, engagement, excellence, achievement, progress and behaviour.
- To contribute to school strategic and development planning and to lead whole school developments and curriculum planning and provision in the areas of Inclusion and SEND, including Nurture provision.
- To lead on developing excellent student behaviour and engagement across the school and innovative approaches to raising standards for all students.





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- To lead on the promotion and development of purposeful, supportive, and effective home-school parental relationships for the benefit of students and the growth of the wider school community.
- To support the Headteacher and SLT in carrying out aspects of leadership and management of the school.
- To be a role model, mentor and coach to Middle Leaders and other staff across the school.
- To develop and enhance the teaching practice of others.
- To support the ethos of the school and to support the 'Stockport School Way'.

### **Key Leadership and Management Responsibilities:**

In addition to carrying out the professional duties of a teacher other than a Headteacher, as described in the Teachers' Pay and Conditions Document, you will be responsible to the Headteacher for tasks including:

- To contribute to the effective day to day operation of the school.
- In conjunction with and in support of the SLT line manager and/or SENCO, to communicate with governors, the Headteacher, SLT, colleagues, parents and outside agencies as appropriate.
- To carry out a share of supervisory duties in accordance with published rotas.
- In conjunction with and in support of the SLT line manager and/or SENCO, to provide the Headteacher with appropriate, accurate and timely information to enable continuous evaluation of performance.
- Monitoring and reviewing all aspects of attainment, priorities, targets, and policy, and take necessary action.
- To embed all aspects of the Ofsted frameworks, statutory guidance, and wider best practice.
- Ensuring that the leadership and management of whole-school Inclusion, Nurture, and SEND support the school's policies, its vision, and aims.
- Analysing tracking and performance data, and producing reports for the Headteacher, SLT, Governors, DfE, and other external agencies on a range of measures, including, behaviour and engagement, attendance, rewards, sanctions/exclusions, conduct, progress, standards, and outcomes.
- Providing relevant information about all aspects of the whole-school Inclusion, Nurture, and SEND provision to parents, the community, and other interested parties.
- Ensure that whole-school policies are promoted, understood, and followed consistently by staff with specific leadership and management responsibility for Inclusion, Nurture, and supportive SEND provision, policies, and procedures
- Acting in the capacity of a Deputy Designated Safeguarding Lead for the school.

### **Main Purposes of Role:**

In support and collaboration with the SLT line manager and/or SENCO:

The oversight, co-ordination, development and evaluation of Inclusion, Nurture, and wider SEND policy and practice across the school, working in collaboration with the Senior Leadership Team and according to the requirements of the Code of Practice and other statutory duties.

- To take responsibility for the operational management of Inclusion and SEND staff, their resources, and accommodation.
- In collaboration with the Headteacher, SLT, and the SENCO, recruit and deploy Inclusion and SEND staff in line with budget constraints.
- To manage the work of other Inclusion and SEND post holders as directed to develop the whole-school Inclusion and Nurture provisions/curriculum, including wider inclusive practice, in-class support, and supportive alternative provisions where appropriate.
- To support departments and Year teams in developing and maintaining a high standard of inclusive learning support in all settings.
- To support and develop strong working relationships with outside agencies and SMBC SEND and Inclusion





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support provisions.

- To oversee the development of alternative and additional learning opportunities for a range of student groups including those experiencing difficulties in accessing mainstream learning and teaching, EHCP students on the SEND register and other vulnerable groups and those with records of poor behaviour and attendance.
- To lead and manage the support for SEND students requiring examination access arrangements via the SEND team in liaison with Subject areas, the SLT, and the Examinations Officer.

### **Key Accountabilities:**

In support and collaboration with the SLT line manager and/or SENCO:

- Create an environment which secures effective learning across the breadth of the National Curriculum which is exciting and creative and prioritises progress for students so that they learn more and remember more.
- In conjunction with SLT and Directors of Subjects, determine and help support the organisation of the curriculum, and monitor and evaluate its effectiveness in meeting the needs of students.
- Promote high standards of engagement, achievement, behaviour, and discipline.
- Monitor the quality of teaching and student attainment and achievements, including analysis of performance data in conjunction with the Headteacher, SLT, and SENCO.
- Identify, manage, and organise relevant groupings of children, including those accessing Nurture and/or alternative provision, to ensure effective teaching and learning takes place and students' development needs are met.
- Develop links with parents, other schools, educational establishments, external specialist agencies, and the wider community, to enhance teaching and learning and students' personal development.
- Create an effective partnership with parents, carers, and the wider community. To maintain the SEND Register.
- To maintain, update, and oversee records of SEND support, progress, and review.
- To set up systems for identifying, assessing and reviewing SEND.
- To collect, interpret and make use of assessment data.
- To develop, manage, monitor and evaluate appropriate support programmes.
- To monitor and quality assure teaching and learning activities to meet the needs of students with SEND.
- To teach students including those with SEND, according to timetable and additional support programmes.
- To ensure all staff are kept informed of student needs and support programmes.
- To assist the Headteacher, SLT, and SENCO in developing innovative programmes of support which foster best practice and engage students thus accelerating their learning.
- To engage with a range of external agencies including health, education welfare, social services, and to maintain links to these local specialists who can provide in-depth practical help and support where necessary.
- To pursue personal and professional development opportunities to meet the changing demands of the job.
- To organise appropriate training activities and to encourage and support staff in their development and training.
- To assist the Headteacher, SLT, and SENCO in preparing, implementing and updating the School Development Plan in relation to all aspects of Inclusion, Nurture and wider SEND provision.

### **Specific Leadership and Management Responsibilities:**

In support and collaboration with the SLT line manager and/or SENCO:

- To oversee and assist in the organisation of the Inclusion, Nurture, and SEND team support timetable consulting, as appropriate, with SEND leaders, Heads of Year, Directors of Study, subject teachers and support teachers.
- To organise, manage, and monitor Inclusion, Nurture, and SEND support teachers for students with SEND.
- To organise, manage, and monitor HLTAs and Learning Support Assistants as appropriate, for students with EHCP's, SEND, and those requiring additional support.
- To ensure IEPs are in place and to monitor their implementation and review.





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- To ensure that the school, its Inclusion and Nurture provisions, and SEND Department are well informed regarding contemporary issues in Inclusion, Nurture, and SEND.
- To be responsible for the training of members of the department.
- To advise and support departments on ways to develop curriculums at Key Stage 3 and 4, with suitable resources and strategies for teaching students with special needs, including those who access the school and are working at Key Stage 1-2 levels.
- To be responsible for whole school staff development and training concerning the management, teaching and learning of students with special needs, including specialist support for students accessing Nurture provision/curriculum.
- To advise staff of suitable courses, and relevant CPD to enhance their skills in the management and learning of students with special needs.
- To regularly disseminate good practice in SEND, Inclusion, and Nurture provision across the school.
- To liaise with external support services as appropriate, including:
  - Local Education Authority re: Special Needs and Secondary Transfer
  - Schools' Psychological Services
  - CAMHS/HYMS
  - School Medical/Nursing Service
  - Paediatric Physiotherapy Service Social Services
  - Occupational Therapy Service
  - Speech and Language Service
  - National Careers Service
  - Attendance
- To liaise effectively with the Pastoral, Inclusion, Attendance, Middle and Senior Leadership teams.
- To liaise with primary schools in relation to students with special needs including secondary transfer.
- To attend, support, and participate in Parental Consultations Evenings, Open Evenings, Transition, Induction, and Options Evening events, etc.
- To participate in a range of meetings and reviews with colleagues, parents or carers and outside agencies.

### Other Management Roles:

- To contribute to the monitoring and development of quality and standards of teaching & learning.
- To contribute to the effective day to day operation and leadership of the school.
- To participate in and support Performance Management arrangements.
- To work with the SENCO and SLT to ensure that staff development needs are identified and that appropriate programmes are designed to meet such needs.
- To assist in the use of analysis and evaluation of student and SEND performance data. To help to produce reports within the quality assurance cycle.
- To assist in the production of reports on student and SEND examination performance, including the use of value-added data.
- To adhere to published school policies and procedures, including supporting the SENCO with the the responsibility for the annual review of all SEND and Nurture provision related policies and procedures, including annual performance and QA reports.
- To attend regular meetings with the SENCO and Senior Line Manager, and lead upon meetings related to your own area of responsibility.
- In conjunction with and in support and collaboration with the SENCO, to communicate with governors, the Headteacher, SLT, colleagues, parents and outside agencies as appropriate.
- Provide information and advice to the Governing Board so it can meet its responsibilities and duties.
- Take reasonable care for the health & safety of yourself and others who may be affected by their work and to co-operate with the Headteacher, Governing Body and its management to enable them to maintain a safe and





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healthy workplace.

- To attend on occasion, Governing Body meetings including sub-committee meetings when the agenda requires, including in the annual review of Inclusion and SEND.

### **Teaching:**

#### Plan and teach well-structured lessons:

- Impart knowledge and develop understanding through effective use of lesson time.
- Promote a love of learning and children's intellectual curiosity.
- Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding students have acquired.
- Reflect systematically on the effectiveness of lessons and approaches to teaching.

#### Adapt teaching to respond to the strengths and needs of all students:

- Know when and how to differentiate appropriately, using approaches which enable students to be taught effectively.
- Have a secure understanding of how a range of factors can inhibit students' ability to learn, and how best to overcome these demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support students' education at different stages of development.

#### Make accurate and productive use of assessment:

- Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements make use of formative and summative assessment to secure students' progress.
- Use relevant data to monitor progress, set targets, and plan subsequent lessons give students regular feedback, both orally and through accurate marking, and encourage students to respond to the feedback.

### **Additional Duties:**

- To play a full part in the life of the school community, to support its ethos and encourage staff and students to follow this example.

### **Other Specific Responsibilities:**

Objectives for the post holder will be agreed through the performance management cycle.

This appointment is subject to the current conditions of employment contained in the School Teachers' Pay and Conditions Document, the Education Act 1997, the required standards for Qualified Teacher Status, other current educational legislation and the school's articles of government. This job description may be amended at any time following discussion between the Headteacher and member of staff and will be reviewed annually.

All staff have a responsibility for promoting and safeguarding the welfare of children and young persons they are responsible for or come into contact with.

The post holder is required to support and encourage the school's ethos and its objectives, policies and procedures as agreed by the governing body. The post holder shall be subject to all relevant statutory and institutional requirements and must comply with all General Data Protection Regulations (GDPR).





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This job description should be read in conjunction with the conditions of Employment for School Teachers DfE.

**Date: May 2026**

