



JOB DESCRIPTION

JOB TITLE	Head of Inclusive Learning (SENDCo)
ACCOUNTABLE TO	Headmistress
REPORTING TO	Deputy Head, Teaching & Learning
CONTRACT	Permanent
HOURS OF WORK	8.15am to 4.15pm, part-time, 3 days per week, across Monday to Friday
REMUNERATION	LBHS Salary Scale M1 to U3 plus RA3
PENSION	Enrolment into the pension scheme (option to opt out if preferred)

JOB DESCRIPTION

The SENDCo plays a key role in supporting the Senior Leadership Team in shaping and developing the school's strategic direction for SEND provision. They ensure an inclusive, whole-school approach that promotes adaptive teaching, learning, and pupil independence. The SENDCo oversees the implementation of the SEND and EAL policies, coordinates provision, and ensures compliance with statutory requirements.

A central aspect of the role is leading the Inclusive Learning Department to co-ordinate high-quality, in-class support. This includes ensuring that all team members follow their assigned timetables effectively to support identified pupils. The SENDCo will work closely with Heads of Department, the Inclusive Learning HLTA, and departmental HLTA's to enhance SEND provision across year groups, ensuring that interventions align with pupil needs and drive progress.

Additionally, the SENDCo will manage resource allocation, liaise with external agencies, engage with parents, and provide professional guidance and training to staff. This ensures that inclusive teaching practices remain at the heart of both the school's pastoral and academic strategies. The SENDCo will also provide a termly report and meet with the Governor responsible for SEND.

MAIN RESPONSIBILITIES

Inclusive Learning Strategy

- Assist the Senior Leadership Team in shaping the strategic development of the SEND and EAL provision.
- Oversee daily operations of the SEND policy and coordinate and monitor adaptive learning support.
- Monitor and review SEND provision, ensuring a graduated, inclusive approach.
- Liaise with external agencies to access specialist support where needed.
- Oversee the identification of pupils with additional learning needs, utilising appropriate screening tools.
- Work with Deputy Heads (Pupil & Pastoral and Teaching & Learning) to implement and monitor the School's SEND strategy.
- Manage the Inclusive Learning Departmental budget.
- Ensure compliance with the Equality Act and ISI/government SEND regulations.
- Provide guidance and training on SEND through pastoral and departmental meetings, INSET sessions, and twilight training.
- Maintain up-to-date SEND records and prepare for inspections.
- Engage in continuous professional development to ensure best practices.
- Communicate with parents, arranging meetings and multi-agency collaborations.

Teaching and Learning

- Support the identification of and disseminate the most effective teaching approaches for pupils with SEND and/or EAL.
- Work with the SLT and teaching staff to develop effective ways of bridging barriers to learning through:
 - Assessment of needs and setting targets.
 - Monitoring of teaching quality and pupil achievement and setting targets
 - Collect and interpret assessment data to inform practice
 - Undertake day-to-day co-ordination of inclusive learning through close liaison with the Inclusive Learning HLTA, Heads of Department, staff, parents and external agencies.
- Develop the range of teaching strategies/equipment that could be utilised for pupils in need of SEND and/or EAL support.
- Provide professional guidance to staff to secure effective teaching for SEND and/or EAL pupils, through both written guidance and meetings.
- Manage successful transitions into school for SEND and/or EAL pupils by working closely with the Admissions Manager and Heads of Department in organising enhanced transition arrangements.
- In line with GDPR regulations, assist with the provision of information to external schools as pupils transition.
- Maintain and develop resources, co-ordinate their deployment and monitor their effectiveness in meeting the objectives of the School.

Leading and Managing

- Lead and manage the Inclusive Learning Department, including the Inclusive Learning HLTA.

- Advise on and contribute to the professional development of staff, including whole school INSET provision.
- Provide regular information to the SLT and governing body on the evaluation of Inclusive Learning provision.
- Promote the inclusion and acceptance of all pupils.

Other Professional Responsibilities

- Co-ordinate EHC Plan Reviews and Annual Reviews and attend/chair as required.
- Maintain awareness of the specific vulnerabilities of pupils on the SEND and/or EAL register, particularly in relation to safeguarding and pastoral care.
- Liaise with medical staff where necessary.
- Undertake any reasonable task requested by the Head or Senior Leadership Team.

These responsibilities are in addition to the general duties outlined in the teacher's contract of employment at Lady Barn House School. This job description is not exhaustive and may be reviewed and adjusted as part of the Professional Review process.

The Head and Governors appreciate the dedication of colleagues who engage in working parties, development meetings, and extra-curricular activities. This involvement is highly valued and plays a vital role in the school community. Lady Barn is a dynamic and energetic environment, where all teachers are expected to contribute fully to school life.

THE SCHOOL

Lady Barn House School is a thriving independent day preparatory school for boys and girls aged 3 to 11. There are currently around 480 pupils on roll. The school offers excellent teaching, traditional values and exceptional pastoral care. There is a strong academic legacy with an individual focus on strengthening each pupil's confidence and abilities. The school aims to ensure that each child is happy, challenged and empowered to take full advantage of the wealth of opportunities on offer at Lady Barn House School; leaving them equipped with the knowledge, skills and confidence to make a successful transition to Senior School.

The School has its own site on Schools Hill, Cheadle, enjoying its own superior facilities, including specialist classrooms, a fully equipped EYFS unit with exceptional indoor and outdoor facilities, a separate performing arts building, an extensive Woodlands School area, indoor gymnasium and two large floodlit astro-turfs. Lady Barn House School recognises that its staff are its most valuable asset and seeks to recruit and retain energetic, dedicated and creative staff with a passion for education. The aspirations of children and parents are high, and we are constantly striving to maintain and further improve our standards. Above all we are a happy and dynamic place in which to teach and work.

DETAILS OF THE POST

The Head of Inclusion (SENDCo) at Lady Barn will provide strategic and inspirational leadership for the School's inclusive provision, ensuring that pupils with additional needs are fully supported to thrive academically, socially, and emotionally. Working closely with the Senior Leadership Team, the post-holder will shape and deliver a whole-school approach to inclusion that reflects the ethos and values of Lady Barn, promoting high expectations, early identification, and personalised support for every learner.

In addition to leading the day-to-day management of SEND provision, the Head of Inclusion will play a key role in whole-school development, contributing to strategic planning, staff training, and the evaluation of inclusive practice. They will work collaboratively with teachers, support staff, parents, and external professionals to ensure that pupils' needs are met effectively and compassionately. The successful candidate will demonstrate excellent leadership, communication, and organisational skills, alongside a strong commitment to inclusion and continuous improvement. This role offers an exciting opportunity for an experienced SEND leader to make a meaningful and lasting impact on the educational experience of Lady Barn pupils.

CONDITIONS OF SERVICE

This is a part-time (3 days per week) and permanent role commencing from 20 April 2026. Lady Barn House School has its own pay scale. All colleagues are entitled to a free school lunch in the dining room in exchange for various duties. The salary is split by equal monthly instalments throughout the year.

BENEFITS OF WORKING AT LADY BARN

Lady Barn House School recognises that its staff are its most valuable resource and seeks to recruit and retain energetic, dedicated and creative staff with a passion for education. Above all we are a happy and dynamic place in which to teach and work. In addition to the major benefit of working alongside some of the most amazing people in education, we also offer a wide range of benefits for our employees, which are outlined below.

- Entry into the APTIS pension scheme, including employer contribution.
- All permanent colleagues can benefit from a generous discount on the fees for any of their

children who attend the school, subject to availability of spaces.

- Excellent extended family leave in excess of statutory leave and pay.
- Professional development opportunities.
- A pro-active approach to flexible working, wherever possible.
- Employee Assistance Programme.
- Free annual flu jab.
- Cycle 2 Work Scheme.
- Free school lunch and daily refreshments during term time.
- Free on-site parking.
- Free Holiday Club entry for colleagues' children aged 3 to 11, for colleagues who assist as a Holiday Club Assistant in Barney's Breakout.
- 50% discount for colleagues' children if the colleague is not assisting in the Holiday Club.

PROCEDURE FOR APPLICATION

Applications should be received by **4pm on 12 January 2026** via a completed online application form. If you would like to arrange a tour of the School or if you have any questions, please contact Kelly Gardner, Head of HR, at recruitment@ladybarnhouse.org.

For those shortlisted for interview, references will be requested and an online check in line with KSCIE (2025) will be carried out. Notice will be provided before referees are contacted and an online check is processed.

The appointment will be conditional, subject to all satisfactory pre-appointment checks being completed.

Person Specification – Head of Inclusion (SENDCo)

	Essential	Desirable	Assessment
Qualifications			
Qualified Teacher Status	✓		A,I
Proven experience of teaching in primary school, experience of Independent Preparatory Education would be advantageous.	✓		A,I,T
National Award for SENDCo or equivalent	✓		A,I
Relevant Level 7 qualification		✓	A,I
Evidence of Continuous Professional Development relevant to the SENDCo role	✓		A,I
Experience			
Experience of successfully leading a SENDCo department	✓		A,I
Experience of providing internal training	✓		A,I
Experience of working effectively with families, external agencies and other schools	✓		A,I
Experience of successfully implementing teaching and learning strategies to promote inclusive learning		✓	A,I,T
Knowledge and Understanding			
Knowledge and understanding of national and regional education issues relating to provision for pupils with additional learning needs	✓		A,I
Knowledge and experience of school improvement planning	✓		A,I
Understanding of effective teaching and learning strategies including behaviour for learning	✓		A,I
Knowledge and understanding of current national issues in relation to pupil development	✓		A,I
Good understanding of best practice and current educational thinking	✓		A,I,T
Knowledge of the SEND Code of Practice and the Equality Act and the legal obligations they place on the School	✓		A,I
Knowledge and experience of monitoring, evaluation and review processes.	✓		A,I
Understanding of how to track pupil achievement using data and intervention strategies to raise achievement	✓		A,I
Skills			
Ability to quality assure work so that it is consistent and of a high standard.	✓		A,I,R
Vision to develop inclusivity in a high achieving school	✓		A,I
Ability to motivate, lead and support staff and pupils.	✓		A,I
High level ICT skills (particularly Microsoft Excel).	✓		A,I,R
Ability to use initiative: solutions focused.	✓		A,I
Pragmatic approach to problem solving.	✓		A,I
Ability to build personal relationships.	✓		A,I
Analytical Skills: able to provide and analyse reports.	✓		A,I
Understanding of General Data Protection Regulations (GDPR).	✓		A,I
Proactive in your approach – a real self-starter with a ‘can do’ attitude.	✓		A,I
Personal Qualities			
Determination and resilience.	✓		A,I
Being proactive rather than reactive.	✓		A,I
Excellent interpersonal skills and high emotional intelligence.	✓		A,I,T

Evidence of introducing new working methodologies leading to measurable outcomes and improvements.	✓		A,I,T
Complete discretion and integrity in all matters.	✓		A,I
Possess excellent communication skills with an eye for detail.	✓		A,I,T
Proactive in your approach – a real self-starter with a ‘can do’ attitude.	✓		A,I
Additional attributes			
Able to support the wider aims and ethos of the school	✓		A,I
Genuine enthusiasm for working within an educational environment the ability to work well within a wider staff team.	✓		A,I
Committed to safeguarding and the well-being of every child.	✓		A,I,R
Deals sensitively and thoughtfully with other people, e.g. children, parents, colleagues.	✓		A,I
Committed to your own continuous professional development.	✓		A,I
Able to maintain effective and professional relationships with colleagues at all levels.	✓		A,I,R
Willingness to participate in out-of-hours school activities as required.	✓		A,I

- A = Application, I = Interview, T = Task, R= Reference