



Job description: AHT Inclusion Lead, Medical, EAL and SEND coordinator

Lyndon Green Junior School is committed to creating a diverse workforce. We'll consider all qualified applicants for employment without regard to sex, race, religion, belief, sexual orientation, gender reassignment, pregnancy, maternity, age, disability, marriage or civil partnership.

Position Overview

The Inclusion Lead, Medical, EAL and SEND Coordinator is responsible for leading and coordinating whole-school inclusion, ensuring that all pupils are welcomed, valued, and able to access a high-quality education. The role provides strategic and operational leadership to identify barriers to learning, improve participation and belonging, strengthen staff practice, and secure better outcomes for all pupils, particularly those who are vulnerable, disadvantaged, have special educational needs and disabilities, have medical needs, or are learning English as an additional language.

The role works closely with senior leaders, teaching staff, support staff, parents and carers, pupils, and external agencies to develop inclusive practice across the school. It ensures that provision is well planned, consistently implemented, and regularly reviewed to support equity, access, progress, and positive engagement in school life.

Job details

Job Title: AHT inclusion lead

Salary: Leadership range L5 – L9

Hours: 32.5 hours

Contract type: Full time permanent

Reporting to: Head Teacher/Deputy Head Teacher

Responsible for: Teaching Assistants and RB class teacher

Key Responsibilities

1. Strategic Leadership of Inclusion, SEND, Medical Needs and EAL

- Lead the development, implementation, and review of the school's inclusion strategy in line with the SEND code of Practice.
- Ensure inclusion is embedded across policy, curriculum, teaching, assessment, behaviour, attendance, welfare, medical provision, EAL provision, SEND provision, and support systems.
- Contribute to whole-school strategic planning, school improvement priorities, and self-evaluation relating to inclusion.
- Monitor the impact of inclusive practice and report findings to senior leaders and governors as required.
- Promote a culture of high expectations, equity, aspiration, belonging, and participation for all pupils.

2. SEND Coordination

- Coordinate provision for pupils with special educational needs and disabilities in line with statutory duties and school policy.
- Oversee the identification, assessment, planning, implementation, and review of SEND support.

- Support the preparation, implementation, and review of education, health and care plans, support plans, and targeted interventions.
- Ensure that teachers are supported to meet the needs of pupils with SEND through high-quality adaptive teaching and reasonable adjustments.
- Maintain accurate records of provision, reviews, outcomes, and statutory processes.
- Liaise with external professionals and local authority services to secure appropriate advice and support.

3. Medical Needs Coordination

- Oversee arrangements for pupils with medical conditions, health care needs, and ongoing treatment requirements.
- Ensure that individual health care plans are in place, regularly reviewed, and understood by relevant staff.
- Coordinate the safe administration and management of medication in line with school policy and statutory guidance.
- Work with parents, carers, health professionals, and staff to ensure pupils with medical needs can attend school safely and participate fully.
- Provide guidance and training to staff where medical needs affect daily access, safety, or learning.
- Support risk assessments, emergency procedures, and reasonable adjustments for pupils with medical conditions.

4. English as an Additional Language Coordination

- Lead and coordinate provision for pupils learning English as an additional language.
- Support staff to assess language development needs and identify appropriate strategies for access to the curriculum.
- Promote inclusive classroom practice that values bilingualism, cultural diversity, and effective language development.
- Work with staff to ensure that pupils with EAL are not misidentified as having additional learning needs where language acquisition is the primary barrier.
- Advise on assessment, intervention, and communication approaches that support progress and participation.
- Liaise with families, interpreters, and external services where required to strengthen home school communication and engagement.

5. Identification, Assessment, and Support Planning

- Oversee systems for identifying pupils who may face barriers to learning, participation, attendance, or engagement.
- Coordinate graduated and targeted support, ensuring pupils receive timely intervention and appropriate reasonable adjustments.
- Support the preparation, implementation, and review of individual support plans, intervention strategies, and pupil support arrangements.
- Ensure that pupil voice, parental views, and professional recommendations inform support planning.
- Work closely with teachers, support staff, and specialists to maintain a coordinated approach to provision.

6. Teaching, Learning, and Curriculum Access

- Support teachers to adapt curriculum access, classroom practice, and assessment to meet diverse learner needs.

- Advise on high-quality inclusive teaching strategies, differentiation, scaffolding, language development, and reasonable adjustments.
- Promote the use of evidence-informed interventions and adjustments that improve participation and progress.
- Work with staff to reduce barriers to learning arising from communication needs, sensory needs, cognition and learning needs, social and emotional needs, physical and medical conditions, and language acquisition needs.
- Support teaching assistants to provide effective in-class support and targeted intervention without creating dependence.

7. Statutory Duties, Compliance, and Review

- Ensure the school meets its statutory duties in relation to inclusion, SEND, medical needs, EAL, and related responsibilities under current legislation, codes of practice, and local expectations.
- Maintain accurate records relating to identification, provision, review, and outcomes.
- Support the preparation for and participation in reviews, meetings, consultations, and multi-agency planning.
- Monitor compliance with school policies and statutory processes to ensure consistency, fairness, and accountability.
- Ensure that inclusion-related documentation is accurate, timely, and fit for purpose.

8. Staff Development, Quality Assurance, and Operational Oversight

- Train, coach, and advise staff to strengthen practice and improve confidence in meeting diverse needs.
- Provide guidance to teaching assistants, class teachers, and leaders on effective support, intervention, inclusive practice, medical arrangements, and reasonable adjustments.
- Monitor the quality and impact of provision through lesson visits, pupil progress analysis, intervention review, and casework evaluation.
- Identify professional development needs and contribute to relevant training across the school.
- Evaluate the effectiveness of provision and ensure continuous improvement across inclusion priorities.

9. Partnership Working and External Liaison

- Liaise with parents and carers in a constructive, respectful, and solution-focused manner.
- Build and maintain effective relationships with external agencies, including educational psychologists, therapists, local authority teams, health professionals, specialist services, and support services.
- Coordinate referrals, professional advice, and follow-up actions to ensure continuity and impact.
- Support transitions into, within, and out of the school for pupils requiring additional support.
- Represent the school professionally in meetings and reviews relating to inclusion, SEND, medical needs, EAL, pupil support, and well-being.

Primary Objectives

- Ensure pupils facing barriers to learning are identified accurately and supported through timely, well-coordinated provision.
- Improve access to learning through inclusive teaching, appropriate reasonable adjustments, and targeted intervention.
- Strengthen staff confidence and consistency in meeting the needs of diverse learners, including pupils with SEND, medical needs, and EAL.

- Improve outcomes for vulnerable and disadvantaged pupils, and narrow gaps in attainment, progress, attendance, participation, and engagement.
- Ensure compliance with statutory duties, school policies, and local expectations relating to inclusion, SEND, medical needs, and EAL.

Safeguarding

- Liaise and collaborate with the designated safeguarding lead (DSL) on matters of safeguarding and welfare for pupils with SEND
- Deputise for DSL
- Remain alert to the fact that pupils with SEND may be more vulnerable to safeguarding challenges

The Inclusion Lead will be required to safeguard and promote the welfare of children and young people and follow school policies and the staff code of conduct.

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the inclusion lead will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the headteacher.

Person specification

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Qualifications and training	• Qualified teacher status [note: this is a requirement under the SEND Code of Practice] • National professional qualification (NPQ) for SENCOs, or a willingness to complete it within 3 years of appointment [note: this is a requirement under the SEND Regulations 2014]. If the applicant has already completed the previous qualification, NASENCo – or started it before September 2024 and will complete the qualification before 1 September 2027 – this will still be valid, and they won't need to take the NPQ to meet the training requirements] • Degree
Experience	• Significant teaching experience. • Experience of contributing to whole-school leadership and improvement. • Experience of working effectively with pupils with a range of SEND and EAL needs. • Experience of contributing to self-evaluation, school improvement and development planning. • Experience of leading staff training and/or INSET. • Experience of line managing and supporting staff.
Skills and knowledge	• Strong knowledge of the SEND Code of Practice • Understanding of 'quality first' teaching, and of effective intervention strategies • The ability to analyse assessment and other school data, identify barriers to learning and use evidence to inform provision and improvement • Excellent communication skills, including the ability to communicate sensitively and effectively with pupils, parents/carers, staff, governors and external professionals • Ability to build effective working relationships • Ability to influence and negotiate • Excellent organisational and time-management skills, with the ability to prioritise competing demands and meet statutory deadlines
Personal qualities	• Commitment to getting the best outcomes for pupils and promoting the ethos and values of the school • Commitment to equal opportunities and securing good outcomes for pupils with SEN or a disability • Commitment to maintaining confidentiality at all times • A commitment to reflective practice, continuous professional development and maintaining high professional standards • Commitment to promoting equality, diversity, inclusion, pupil wellbeing and high expectations for every child. • Excellent safeguarding awareness and the ability to respond appropriately to concerns

Headteacher/line manager's signature: _____

Date: _____

Postholder's signature: _____

Date: _____