

Job Profile

School Inclusion Lead

Grade: RB1

JE ID HAY353

Date created: May 2017, updated March 2026

About the Job

The overall purpose of this role is to ensure children and young people achieve positive outcomes by accessing an education which is appropriate to meet their needs – the right support in the right place at the right time. This will be achieved by supporting education settings to develop inclusive practice and environments by influencing and leading strategic and operational developments at both system and whole school levels, and confidently supporting children and young people with additional needs – taking early action to address emerging issues, and meeting statutory duties for attendance, exclusion, & child entertainment / employment.

This is what we need you to do...

- Influence, Support, and challenge Head Teachers, staff, Trusts, and Governors / Trustees of schools, trusts and academies to deliver inclusive practice and meet statutory duties in relation to inclusion through sharing of good practice, network meetings, and focused strategic & operational development opportunities
- Support and challenge education settings to make effective use of resources and funding, especially to ensure the needs of more vulnerable children and young people are understood and met
- Have strong strategic and operational responsibility for key areas of statutory oversight, areas of system development, and core partnership working across the service and beyond. This includes leading and influencing managers, senior leaders, teams across GCC, and with wider partners.
- Effectively lead and manage a team to ensure that children and young people, their families and other professionals receive the support they need to achieve the best outcomes – and matrix manage across the whole service, ensuring matrix management arrangements are consistent and effective
- Support and develop key networks and relationships both internally and externally, including with other teams and agencies supporting children and young people with additional needs, to provide a holistic approach to meeting needs
- Identify and monitor outcomes for children and young people likely to be more vulnerable, and use these to inform targeted approaches and strategic plans
- Use data and intel to prioritise and target support and challenge
- Investigate Ofsted complaints regarding inclusion on behalf of the LA and make decisions accordingly
- Ensure effective, appropriate, and suitable provision is in place for children and young people who are not attending, and those excluded from school
- Develop and maintain systems for supporting educational settings to meet the needs of more complex children and young people (without EHC plans) – including mechanisms for financial support.
- Work with colleagues to ensure policies and practice safeguard children and young people – particularly for those who are not attending, excluded, or in entertainment/ employment. Act as DSL/DDSL for your team, working closely with the Education Safeguarding Team, advising colleagues on appropriate actions, and challenging schools around Inclusion practices linked to safeguarding.
- Undertake lead and key roles in the development, implementation and delivery of key transformation and change programmes in the education directorate, ensuring that we deliver against statutory responsibilities and council objectives. This includes strategic & operational influence with and across multi-agency partners.
- Undertake the Local Authority Governor Disciplinary Meeting (GDM) officer role on behalf of Gloucestershire County Council, including preparing legal reports for the Independent Review Panel, and ensuring there is a legally appropriate decision.
- Lead one or more of the portfolios as described below.
- In line with the directorate scheme of delegation, make and support funding decisions in relation to High Needs block, SEND and Inclusion funding, ensuring effective and legal use of public money.
- Chair and lead multi-agency panels and hold responsibility for rationales around decision making.
- Represent the Education Directorate at, and often lead within, high level multi-agency forums.
- Delivery of training to schools, Governors / Trustees, Education Directorate, and multi-agency partners
- Responding to FOI, SARs, complaints, and Ombudsman requests

Portfolios of responsibility:

You will be asked to lead on one or more of the following portfolios. You will be an expert in, and responsible for, your oversight areas and heavily influence strategic direction. You will hold responsibility for statutory compliance and policy development across services within your oversights, which includes collaborating with agencies across Education, Health, Social Care, Police/Youth Justice and Voluntary Sector. You will be required to work closely with all other Inclusion Leads. Your role will include preparation for, and participation in, LA inspections.

Whole School Youth Justice and Vulnerable Cohorts (School Inclusion Service)

- Strategic and operational responsibility for Youth Justice within Education and other vulnerable cohorts, supporting inclusion for the most vulnerable at whole-school level; where YJ, joint education case holding this distinct cohort with YJT to prevent escalation and achieve diversion
- Associated system development
- Full partnership working including influencing, challenging and leading senior leaders across the partnership

- Line management of Senior Inclusion Officer, School Inclusion Officers, and strategic & operational oversight of their work.
- Education supervision for YST Youth Justice Education Lead
- Liaise with School Inspectors and School Improvement Team during school inspections around Inclusive Practice under the Ofsted framework
- Work closely with and support the Inclusion Partners with the development of ambitious but realistic action plans resulting from the Inclusion Reviews

Monitoring and ongoing development of outcomes

As part of the annual appraisal, outcome-based targets will be developed in conjunction with the post holder and will supplement this job profile. The job profile will be subject to regular review, and the Council reserves its right to amend or add to the accountabilities listed above.

The ideal candidate will have...

Experience

- Significant experience of teaching and working within an education setting or equivalent at a senior and strategic level
- Experience of effectively leading and managing people, including within matrix management structures
- Experience of multi-agency working and working across organisational boundaries; including chairing of multi-agency meetings
- Experience of developing innovative and creative solutions
- Experience of leading and delivering strategic and operational oversights effectively

Knowledge, Skills and Understanding

- In-depth knowledge and practical interpretation of education legislation, current local developments, and strategic priorities
- In-depth knowledge and understanding of the Equalities Act & SEND Code of Practice; skills to provide advice and support to a range of practitioners in making reasonable adjustments to learning and social environments to safely include children with additional needs
- Commitment to an inclusive/enabling response to meeting the needs of children with additional needs
- Ability to provide effective inclusion support and challenge, at both strategic and operational levels, to senior leaders, including Headteachers and Governors in educational settings, and to other professionals
- Ability to lead effectively at both strategic and operational levels within both BAU and transformation / change projects
- Strong awareness and experience of safeguarding and child protection practice and procedures
- Good understanding of the roles and responsibilities of other practitioners and organisations working with children and families
- Good knowledge of countywide services and resources to support children with additional needs
- Excellent communication skills, both written and verbal at all levels
- Negotiating and influencing skills
- Ability to develop partnerships and multi-agency working, often in challenging situations
- Ability to use data intelligence effectively to target resources

Behavioural attributes

- Aligns with and demonstrates Gloucestershire Leader / Employee Values and behaviours which are available on our [website](#). Our values are Accountability, Integrity, Empowerment, Respect and Excellence
- Ability to use initiative and be proactive
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- Excellent interpersonal skills, able to work independently and as part of a team
- Positive attitude to problem solving; innovative and flexible approach to challenges
- Ability to champion the needs of vulnerable children and young people and their families
- Ability to empower others and provide expert advice and guidance in order to increase skills and confidence in others
- Demonstrates and models a relational and restorative approach, and considers all aspects in a trauma-informed way
- Commitment to achieving the best outcomes for children and young people – taking responsibility, being professionally curious, and holding self and others to account

Education & Qualifications

Essential

- Educated to degree level or equivalent experience
- Evidence of relevant continuous professional development
- Teaching qualification – e.g. PGCE, QTS

Special Conditions

- Be able to travel across the county in line with service need
- This post is subject to enhanced DBS clearance, and you will be asked to apply for a Disclosure certificate if you are offered the position
- Please note that there will be some evening and weekend working