

Inclusion Base Lead (Teacher or HLTA)

Full Time | 2 Year Contract

Salary: Dependent on qualifications and experience (Teacher Pay Scale or HLTA Grade)

Make inclusion a reality.

We are seeking an exceptional practitioner to establish and lead our new Inclusion Base, providing high-quality support for children with additional needs whilst ensuring they remain fully included as valued members of our school community.

This is an exciting opportunity to shape a provision from the outset, working alongside the Senior Leadership Team and SENDCO to develop a model of excellence that reflects the Department for Education's vision for inclusive mainstream education.

The successful candidate will be either:

- a qualified teacher with experience of SEND and inclusive practice, or
- an experienced Higher Level Teaching Assistant (HLTA) with significant expertise in supporting children with complex additional needs.

The Role

As Inclusion Base Lead you will:

- Lead the day-to-day operation of the Inclusion Base.
- Deliver high-quality teaching, intervention and support that enables children to thrive academically, socially and emotionally.
- Plan personalised learning programmes whilst maintaining high expectations and close links with the mainstream curriculum.
- Work alongside class teachers to remove barriers to learning and increase children's successful participation in mainstream classrooms.
- Develop and monitor personalised provision plans, assessment information and children's outcomes.
- Support children's social, emotional and communication development alongside academic progress.
- Build strong relationships with parents, carers and external agencies.
- Work collaboratively with the SENDCO and senior leaders to develop whole-school inclusive practice.
- Coach and support colleagues to build confidence and expertise across the school.
- Contribute to the strategic development of the school's SEND and inclusion provision.

We are looking for someone who:

- Is passionate about inclusive education and believes every child belongs within their school community.
- Has significant experience supporting children with SEND, SEMH, communication and interaction needs or neurodiversity.
- Has excellent behaviour support and relational practice skills.

- Understands adaptive teaching and evidence-informed SEND practice.
- Can assess children needs and use assessment to plan effective provision.
- Works collaboratively with teachers, families and external professionals.
- Has excellent organisational and communication skills.
- Is reflective, resilient and committed to continual professional development.

Essential

Teacher applicants

- Qualified Teacher Status (QTS)
- Experience of teaching children with SEND within a mainstream or specialist setting

HLTA applicants

- HLTA Status (or equivalent experience)
- Significant experience supporting children with complex SEND within a primary school

For both routes:

- Excellent knowledge of SEND practice and the SEND Code of Practice.
- Experience of working with parents and multi-agency professionals.
- Commitment to safeguarding and promoting the welfare of children.

Desirable

- Experience of Autism Education Trust, ELSA, Thrive, Team Teach, Emotion Coaching or similar approaches.
- Experience of developing inclusive practice across a whole school.
- Knowledge of speech, language and communication strategies.

We offer

- The opportunity to establish and develop a new Inclusion Base.
- A supportive and ambitious leadership team committed to inclusion.
- High-quality professional development.
- Opportunities to work alongside specialist professionals.
- A collaborative and caring staff team.

Our vision

Our Inclusion Base is not a separate provision - it is an integral part of our school. We believe every child should experience belonging, high expectations and meaningful participation in school life. We are looking for someone who shares this vision and can help us build an outstanding inclusive provision that strengthens practice across the whole school.