

Job Description

Job Title:	SEND School Development and Quality Lead
Responsible to:	Group Vice Principal - Quality
Functional Liaison with:	Heads of School, Teachers, and Support staff
Main Purpose:	The SEND School Development and Quality Lead plays a crucial role in accelerating improvement across the Group's schools by providing expert challenge, strategic guidance, and targeted hands-on support in teaching and learning, assessment, SEND, subject leadership and curriculum development.

Main Duties and Responsibilities

The following duties are not shown in order of priority or frequency, nor is the list comprehensive, but rather an indication of the type and level of duties expected of the post.

- Provide strategic curriculum support and expert challenge to drive rapid, sustainable improvement and measurable impact across all schools in the Group.
- Work with senior and middle leaders to ensure equitable, well-planned development support informed by accurate evaluation and high-impact priorities.
- Lead and contribute to quality assurance activities (learning walks, work scrutiny, student voice, data analysis) and ensure actions are implemented effectively.
- Model high-quality teaching, learning and assessment practices that schools can adopt and embed.
- Support leaders and teachers to develop rigorous self-evaluation and ambitious improvement planning that influences daily classroom practice.
- Advise on the design and delivery of ambitious, inclusive curricula that meet the needs and aspirations of all learners.
- Work with teachers, support staff and subject leaders to translate curriculum intent into consistently strong classroom implementation.
- Promote curriculum pathways that secure strong academic progress and prepare students for further education, employment or independence.
- Support the monitoring and improvement of teaching, learning and assessment through constructive feedback and practical guidance.
- Deliver coaching, mentoring and targeted professional development to strengthen subject leadership and teaching effectiveness across schools.
- Analyse attendance and performance data to advise on effective systems, interventions and improvements aligned with national guidance.
- Produce clear, evidence-informed reports and facilitate collaboration, partnerships and the sharing of best practice to improve pupil outcomes.
- The above job description is not exhaustive, and the employee may be required to undertake any other reasonable duties in line with the general level of responsibility of the role.
- As we now operate as a collective Eastern Education Group you may be from time to time required to undertake any of the requirements of your role for any of our Group organisations.

PERSON SPECIFICATION

	Essential	Desirable	Measured
Education and Qualifications	• Qualified Teacher Status (QTS) or equivalent • Relevant degree or professional qualification • Formal qualification or significant training and experience in SEND • Evidence of ongoing professional development	• Postgraduate or leadership qualification (e.g. NPQ) • Further postgraduate or specialist training in SEMH, C&I, or therapeutic education approaches • Coaching or mentoring qualification	I,A,
Knowledge and Skills	• Strong knowledge of SEND legislation, guidance, inclusive best practice and the development of bespoke SEMH and C&I pathways • Secure understanding of high-quality teaching, learning, assessment and curriculum design • Strong understanding of trauma-informed and relational approaches to behaviour, inclusion and school culture • Ability to evaluate teaching and learning and analyse performance and attendance data • Skilled in providing professional challenge, feedback and practical improvement support, supporting whole-school approaches to SEND and Inclusion • Strong communication, reporting and professional development delivery skills • Ability to design, evaluate and refine curriculum pathways for diverse learners, including SEMH and C&I needs	• Knowledge of inspection frameworks and accountability processes • Understanding of post-16 pathways and preparation for adulthood • Experience of evidence-informed school improvement approaches • Understanding of system-wide influences on inclusion and the external pressures faced by schools when implementing compassionate, inclusive practice	A,I,P
Experience	• Successful teaching experience within SEND or inclusive settings • Involvement in quality assurance and improvement planning • Experience in working collaboratively with senior leaders, SLTs, and classroom staff to improve outcomes for students with SEND. • Leadership experience within a SEND or Inclusion provision, including strategic contribution to whole-school development. • Proven experience designing or implementing SEMH curricula and bespoke pathways for students with complex SEMH and C&I needs. • Experience supporting students with Communication & Interaction needs and leading the staff who work with them. •	• School improvement or advisory experience across multiple settings • Leadership of curriculum or subject development • Experience leading Maths provision or curriculum development across varied settings. • Experience supporting schools to adopt compassion-based or therapeutic approaches to improve attendance, wellbeing and progress • Previous involvement in cross-school or system-level projects focused on SEND and Inclusion	A, I,

Personal Qualities	• Strong commitment to improving outcomes for learners with SEND • Credible, resilient and able to build effective professional relationships • Confident, reflective and well organised • Flexible and willing to work across group schools • Collaborative and outward-facing approach to improvement • Ability to maintain resilience and professional integrity amid the external pressures schools face when improving SEND and Inclusion practice.		A, I,
Training	• Willingness to attend, undertake any training or development as, or when appropriate. • Commitment to continuing personal development through continual professional learning.	• Training in therapeutic or trauma-informed approaches relevant to SEMH and C&I needs	A, I,

KEY: A-APPLICATION, I-INTERVIEW, P-PRESENTATION/MICROTEACH, T-TEST

Conditions of Service

1. Holidays: 30 days, plus public holidays.
2. New support staff appointments to the Trust are subject to a 26 week probationary period.
3. Contributory pension: Local Government Pension Scheme through Suffolk County Council.
4. The Trust is committed to safeguarding and promoting the welfare of young people and vulnerable adults and expects all staff and volunteers to share this commitment.
5. The job description is current at the date shown; it may change from time to time in negotiation with the post holder.

We are passionate about promoting equality of opportunity and creating a working environment where diversity is recognised and celebrated and everyone has the chance to reach their full potential. Our environment is diverse in character and student population. We particularly welcome applications from candidates from Black Minority Ethnic origin and those with a disability.

Eastern Education Group is committed to safeguarding our children and young people/vulnerable adults. We uphold fundamental British Values and expect all our employees to do the same. All appointments are subject to safer recruitment checks, including previous employment checks, online searches and an Enhanced DBS Check.

General Data Protection Regulations (GDPR)

In line with national legislation, and organisational policy, all data will be processed in a fair and lawful way, for the specific purpose and not disclosed in any way incompatible with such purpose or to any unauthorised persons or organisations.

Equal Opportunities

In accordance with the Equality Act 2010 the Group operates a policy of equality and diversity which protects employees, students and people who access the Group's goods, services and facilities, from discrimination on the basis of 'protected characteristics' which include: age, disability, gender, reassignment, marriage and civil partnership, pregnancy and maternity, race (colour, nationality and ethnic or national origins.), religion or belief, sex and sexual orientation.



Group Character Strengths

We have eight Group character strengths that underpin all we do and we make it a priority to give our students the strength of character in order to shine above the rest when faced with employers or universities.

Not only do they apply to our students but also to our staff members and the reasons why Eastern Education Group is such a fantastic place to work.

Take a look below:

- **Resilience** – We are strong as an organisation and all teams work together to achieve. If and when we are faced with challenges we respond efficiently and effectively at all times.
- **Optimism** – We use education as a catalyst for positive social change and prosperity for the community we serve, leaving no-one behind. We want to inspire our students.
- **Curiosity** – We are a curious organisation, always trying to seek out new opportunities and ways in which we can break boundaries in the world of education.
- **Confidence** – We are confident. We believe in all that we do and we appreciate the abilities and qualities of every single staff member. We celebrate our successes and we remain sure that we will continue to lead as a provider of education.
- **Ownership** – We take responsibility for every single student and every single staff member ensuring our main goal is that everyone at the Group is happy and achieving to their full potential. Our amazing wraparound support demonstrates this perfectly.
- **Self-Control** – We are disciplined as individuals and always put the needs of our students first.
- **Ambition** – We are an ambitious organisation. We are constantly evolving as demonstrated with the new STEM Innovation Campus.
- **Respect** – We respect our staff and students alike and we put the success of our students at the heart of all that we do, preparing them for their future.