



Job Title:	SEND School Improvement Officer
Team/Service Area:	School Improvement & Early Years
Salary/Grade:	Soulbury
Line Manager:	Senior School Improvement Officer
Direct Reports:	0
Location:	Together for Children Offices / Agile working across Sunderland

About Us

Established in 2017, Together for Children Sunderland is on a mission to improve services in social care, early help and education and engage the whole community in giving children and young people in Sunderland the best possible opportunity to thrive.

Our dedicated workforce strives to make a difference, irrespective of our work vocation or specialism.

We value diversity and actively seek candidates from all backgrounds, including various ages, disabilities, neurodiverse individuals, gender identities, sexual orientations, religions, beliefs, races, and cultural backgrounds. Our inclusive workplace culture fosters collaboration and excellence.

Find out more: [Find out more - Together for Children](#)

About the Role

The SEND School Improvement Officer will provide expert advice, support and challenge to schools, strengthening SEND provision, inclusive practice and outcomes for children and young people.

The role will use data, reviews and professional dialogue to identify improvement priorities, deliver training and support, and help schools prepare for inspection

This role is exempt from the Rehabilitation of Offenders Act 1974 and therefore requires a satisfactory Enhanced Disclosure and Barring Service (DBS) Check.

Key Responsibilities

- Provide expert guidance, training, advice and support to schools and settings on SEND provision, inclusive teaching and learning, classroom organisation, curriculum access, assessment, reporting, leadership and effective practice.
- Support and, where appropriate, lead audits and reviews of SEND provision in line with national expectations, helping schools to identify strengths, areas for development and clear improvement actions.

- Design, lead and evaluate central training, school-based professional development, INSET sessions and network meetings that build capacity and support sustained improvement in SEND practice.
- Provide school-based consultancy and modelling of effective inclusive practice, including support for planning, implementation and evaluation of high-quality SEND provision.
- Advise senior leaders, SENDCOs and wider school teams on the leadership, management, monitoring and evaluation of SEND provision.
- Represent Sunderland at regional / national meetings as required.
- Use performance data, school intelligence, self-evaluation and professional dialogue to monitor progress across schools and identify where support and challenge are required to secure improved outcomes.
- Contribute to Together for Children's arrangements for identifying, categorising and reviewing levels of school support and intervention, ensuring that timely and accurate information is available to inform decision-making.
- Provide bespoke support, professional development and challenge to schools through Service Level Agreement activity and through targeted intervention where schools require additional improvement support.
- Produce precise, accurate and evaluative records of school improvement visits, including clear judgements, agreed actions, timescales and evidence of impact.
- Coordinate opportunities for professional dialogue, collaboration and the dissemination of effective practice across schools, including through SEND networks and other relevant forums.
- Share relevant national, regional and local developments, research, policy updates and effective practice with schools, settings and colleagues within the School Improvement Service.
- Maintain up-to-date knowledge of educational research, statutory guidance, inspection expectations and evidence-informed SEND practice, and use this knowledge to inform service delivery.
- Following appropriate training, contribute to Together for Children's coaching and leadership development offer, supporting the development of future leaders and managers through Thrive@TfC and related programmes.

The above is not exhaustive and the post holder will be expected to undertake any duties which may reasonably fall within the level of responsibility and competence of the post as directed by the Strategic Lead for School Improvement and Early Years

Our Expectations

- Maintain up-to-date knowledge of SEND legislation, statutory guidance and national policy developments relevant to the role.
- Comply with Together for Children's Code of Conduct, People policies and procedures, Health and Safety Policy and EDI Statement.
- Uphold all relevant professional policies, standards and legislative requirements
- Adhere to the Data Protection Act 2018 and GDPR principles in relation to the management and handling of personal and/or sensitive information and respect the privacy of personal information managed by Together for Children Sunderland.

- Comply with the Freedom of Information Act 2000.

This job description is a guide to the duties you will be expected to perform. It is not an exhaustive list, and you may be required to undertake other tasks and duties not listed that are reasonably commensurate with the job role and grade of the post.

Where a fundamental change to the job description is needed this will be discussed with the postholder prior to any changes being made

Date: September 2026

Person Specification –School Improvement Officer - SEND

The essential requirements for this post and how candidates will be assessed are set out below. Where ‘application form’ is the method of assessment, candidates should evidence that they meet these criteria, to be successful at the shortlisting stage.

We encourage the use of different methods of assessment, including using skills-based assessments, as part of the selection process. Any assessments will usually be carried out prior to interview for shortlisted candidates. Examples include job-related tasks (e.g. analysis of data, in-tray exercise, case study analysis), presentation, group exercises, Children and Young People’s Panel.

Essential Requirements	Method of Assessment
Qualifications - Degree-level qualification or equivalent professional qualification in education. - Substantial professional development in SEND, inclusion and / or school improvement. - Qualified Teacher Status (QTS)	Application form
Experience - Substantial experience in school senior leadership, inspection, advisory or local authority school improvement role. - Proven experience of leading SEND or inclusion improvement at whole-school or system level. - Experience of line managing and developing staff.	Application form; supporting statement; interview questions; references; presentation/task.
Knowledge and Understanding - Expert knowledge of the SEND Code of Practice, inclusive practice and graduated response. - Strong understanding of Ofsted inspection frameworks and school accountability. - Secure knowledge of safeguarding, governance and statutory education duties.	Interview questions; presentation/task; application supporting statement; safeguarding question.
Skills and Abilities Highly developed leadership, challenge and influencing skills.	Interview questions; presentation/task; stakeholder panel or assessment activity;

• Ability to operate with credibility and authority at senior school and system level. • Strong analytical and evaluative skills, using evidence to drive improvement. • Clear commitment to equality, inclusion and improving outcomes for children and young people with SEND.	professional references; written exercise or data activity; application supporting statement.
Other Requirements • Willingness to participate in the TfC in-house Leadership and Management Programme (Cultivate/Empower/Elevate) • Willingness to form part of the TfC Coaching Programme and commitment to the development of other TfC future leaders and managers through Thrive@TfC	Interview

Date: July 2026