

SEND Inclusion Advisors

Multiple role full time: 37 Hours per Week – Permanent

Salary: Cognus Band 4, STARTING SALARY SP64 to 72 £56,233.36 up to £63,113.18

Location: Cognus Office, First Floor, Cantium House, Wallington, SM6 0DZ / Hybrid working

Cognus Limited is a Local Authority Traded Company, which is commissioned by the London Borough of Sutton to provide education services to early years providers, mainstream schools and specialist education settings in Sutton. Wholly owned by the local authority, we deliver a wide range of high-quality services to deliver excellent practice that improve the lives of children, young people, and families in Sutton and beyond.

SEND Inclusion Advisors (Multiple Roles Available)

Are you a SENCO, Inclusion Lead, specialist teacher or experienced SEND practitioner looking to make a wider impact?

We are recruiting multiple SEND Inclusion Advisors to join our new Experts at Hand (EAH) team, a key part of the Government's SEND Reform Programme designed to strengthen inclusion, build school capacity and ensure children and young people receive support earlier.

This is a fantastic opportunity to be part of a brand-new team at the forefront of SEND transformation in Sutton. Working directly with schools, SENCOs and education leaders, you will help develop inclusive practice, coordinate support around schools, lead inclusion reviews and build confidence in meeting the needs of children and young people within mainstream settings. We are particularly interested in candidates with a secondary background but are also seeking additional primary focused posts and we would consider those who wished to work full time or part-time hours.

We're looking for passionate professionals who believe in inclusion, enjoy building relationships, and want to help shape a more joined-up and sustainable SEND system.

Why join us?

- Multiple opportunities available
- Be part of a new and innovative service
- Help shape the future of SEND support in Sutton
- Work alongside education, health and local authority professionals
- Influence practice across schools and settings
- Make a real difference to children, young people and families

If you're passionate about inclusion, early intervention and creating positive change, we'd love to hear from you. Join us and help every child thrive.

You will give us great commitment and in return we offer an excellent package including:

- i) Starting salary of £56,233.36 per annum (Cognus Band 4)
- ii) Workplace pension scheme 4% to 8% matched contributions
- iii) 28 days annual leave pro rata (plus Bank Holidays)
- iv) Regular manager support and supervision
- v) Hybrid and flexible working
- vi) Staff benefits package; currently including Employee Assistance Programme, life insurance, employee



benefits platform and (upon completion of probation) health care *[Cognus reserves the right to adjust these additional discretionary benefits to improve quality of their services provided, maintain affordability*

for the Company and to ensure benefits remain fit for purpose with staff needs.]

- vii) Staff EDI group and Mental Health First Aiders to support wellbeing and inclusion
- viii) Cognus Coaching Programme
- ix) An ambitious culture with friendly and supportive colleagues

If you are interested and would like to be considered for this role, please apply to recruitment@cognus.org.uk with the completed application form, which can be [downloaded from our website](#), outlining your suitability.

The deadline for receipt is **Friday 20th November 2026**. Candidates are requested to be available for a face-to-face interview on **2nd or 3rd of December 2026**.

For an informal conversation about the role, please contact **Jo Suchy, SEND Reform and Operations Lead (EAH)**, jo.suchy@cognus.org.uk.

All offers of employment are subject to successful completion of recruitment formalities which includes an enhanced DBS check. These checks must have been completed before the commencement of employment. We expect our staff to have due regard for safeguarding and promoting the welfare of children and young people and to follow the child protection procedures adopted by the Company and Sutton's Local Safeguarding Partnership.

We are an equal opportunity employer and value diversity at our company. We do not discriminate on the basis of race, religion, colour, national origin, gender, sexual orientation, age, marital status, veteran status, or disability status.



JOB DESCRIPTION

POSITION:	SEND Inclusion Advisor
DIVISION:	SEND Reform & Improvement
REPORTS TO:	SEND Reform and Operations Lead (EAH)
GRADE/PAY:	Band 4, STARTING SALARY £56,233.36 up to £63,113.18
LOCATION:	Cognus Office, First Floor, Cantium House, Wallington, SM6 0DZ / hybrid

JOB SUMMARY

The SEND Inclusion Advisor will play a key role in delivering Sutton's Experts at Hand (EAH) model, a central element of the national SEND reform programme designed to strengthen inclusion, improve early intervention and build the capacity of mainstream settings to meet the needs of children and young people with SEND.

Working as part of a multidisciplinary team, the postholder will support schools, early years settings and colleges to develop effective inclusive practice through coaching, challenge, professional advice and coordinated access to specialist support. The role will work directly alongside SENCOs, school leaders and wider professionals to identify barriers to inclusion, develop sustainable solutions and strengthen Ordinarily Available Provision (OAP) across the local area.

The postholder will lead inclusion reviews, coordinate Team Around the School (TAS) arrangements and support the deployment of specialist expertise to settings experiencing inclusion pressures. Using data, intelligence and evidence-informed practice, they will help drive earlier intervention, reduce escalation of need and improve outcomes for children and young people.

This is an exciting opportunity to be part of a transformational programme that is reshaping how education, health and care services work together to support inclusion and improve life chances for children and young people across Sutton.

PRINCIPLE ACCOUNTABILITIES:

Inclusion Improvement and School Support

- Support schools, colleges and early years settings to strengthen inclusive practice and develop effective early intervention approaches.
- Work collaboratively with school leaders, SENCOs and pastoral teams to improve outcomes for children and young people with SEND.
- Support implementation of Sutton's Ordinarily Available Provision framework and wider inclusion priorities.
- Promote inclusive approaches that improve attendance, participation, behaviour, emotional wellbeing and educational outcomes.
- Identify strengths, barriers and opportunities for improvement within settings and support sustainable change.

Inclusion Reviews and Improvement Planning

- Undertake inclusion reviews with schools and settings aligned to local and national inclusion expectations.



- Support school leaders to evaluate practice, identify priorities and develop improvement plans.
- Provide coaching, challenge and ongoing support to embed inclusive practice.
- Facilitate the sharing of effective practice across schools and settings.

Team Around the School Coordination

- Lead and coordinate Team Around the School (TAS) meetings.
- Bring together professionals from education, health and support services to provide coordinated support.
- Facilitate discussion, problem solving and action planning to address identified needs.
- Support the effective deployment of Experts at Hand resources and specialist interventions.
- Ensure actions are monitored and reviewed to measure impact.

Professional Advice and Workforce Development

- Provide support, challenge and professional guidance to SENCOs, school leaders and education professionals.
- Work alongside Lead SENCOs and other inclusion leaders to strengthen local capacity and expertise.
- Contribute to SENCO networks, professional learning communities and workforce development activities.
- Deliver or support training linked to SEND, inclusion and early intervention priorities.

Data, Performance and Early Intervention

- Use local intelligence and performance data to identify schools and settings requiring targeted support.
- Contribute to the prioritisation and deployment of resources based on need.
- Monitor the impact of interventions and support continuous improvement.
- Identify emerging trends, risks and opportunities to strengthen local inclusion arrangements.
- Contribute to the wider evaluation and development of the Experts at Hand programme.

Other

- To carry out other reasonable duties as required.

GENERIC OBJECTIVES:

Contribute to Cognus Limited's business objectives at the appropriate level by ensuring every child matters and has access to education and learning opportunities, including:

- a) Health and safety
- b) Safeguarding and protection of children
- c) Equal opportunities and management of diversity
- d) Data protection
- e) Outstanding Customer care



GENERAL:

SAFER RECRUITMENT:

Cognus is committed to safeguarding and protecting the children and young people that it works with. An offer of employment is subject to safer recruitment practices which include an enhanced DBS check, two professional references acceptable to Cognus Limited, proof of qualifications, proof of right to work in the UK, proof of personal address and employment history covering 5 years and, fitness to work with children (occupational health assessment). These checks must have been completed prior to commencement of employment. We have a range of policies and procedures in place which promote safeguarding and safer working practices across the organisation.

PROCESSING OF DATA:

- a) You ("the employee") consent to the holding and processing of personal data provided by you to the Company ("the Company") for all purposes relating to your employment, but not limited to administering and maintaining personnel records, paying and reviewing salary and other remuneration and benefits, undertaking performance appraisals and reviews, the compulsory Disclosure and Barring Services check (DBS) details in line with its statutory responsibility to safeguard and protect children and vulnerable service users; maintaining sickness and other absence records and taking decisions as to your fitness for work.
- b) You hereby acknowledge and agree that the Company may, in the course of its general and statutory duties as an employer be required to disclose personal data relating to you for legislative purposes during or after the end of your employment. This does not affect your statutory rights under the General Data Protection Regulation 2018.

CONFIDENTIALITY AGREEMENT:

- a) During the course of your employment, you will have access to and knowledge of Company confidential information and trade secrets.
- b) Disclosure of any of this confidential information and/or trade secrets could have serious financial consequences and/or create serious competitive disadvantages for the Company. There may be material damage, financial or otherwise, deliberate or otherwise, to the Company's legitimate business interest.
- c) Under the terms of this confidentiality agreement, you agree to keep secret and shall not at any time, either during employment or post-employment, use, communicate or reveal to any person any trade secret or confidential information relating to the Company or any Associated Company.
- d) You are aware of the Company's policies in relation to compliance with the General Data Protection Regulation and undertake to act in accordance with these at all times. Any breach of these policies will be dealt with under the Company's disciplinary procedure and action taken can include dismissal without notice.

This job description and person specification outlines the summary of key accountabilities and is not an exhaustive list of duties and, is subject to periodical review and changes in line with the business needs.



PERSON SPECIFICATION

The main duties and responsibilities of the post holder are indicated below although other duties of an appropriate level and nature will also be required as necessary.

No	Description
A	<p>Qualifications and Professional Experience</p> <p>Essential</p> <ul style="list-style-type: none"> • Qualified Teacher Status (QTS) or equivalent professional qualification in education, SEND or a related field. • Significant experience working as a SENCO, Inclusion Lead, specialist teacher or within SEND support services. • Experience of supporting inclusive practice within mainstream educational settings. • Experience of working collaboratively with school leaders, education professionals and families. • Experience of coordinating support for children and young people with SEND. • Experience of leading meetings, facilitating discussions and coordinating multi-agency activity. <p>Desirable</p> <ul style="list-style-type: none"> • National Award for Special Educational Needs Coordination (NASENCO) or equivalent. • Leadership experience within a school, local authority or education support service. • Experience of whole-school inclusion improvement. • Experience of delivering training, mentoring or coaching staff. • Experience of working within multi-agency education, health and care environments.
B	<p>Knowledge</p> <p>Essential</p> <ul style="list-style-type: none"> • Strong understanding of SEND legislation and the SEND Code of Practice. • Knowledge of inclusive practice within mainstream schools and colleges. • Understanding of early intervention and graduated approaches to SEND support. • Understanding of Ordinarily Available Provision and inclusive classroom practice. • Knowledge of the challenges currently facing schools in supporting children and young people with SEND. • Understanding of safeguarding, child protection and statutory responsibilities. <p>Desirable</p> <ul style="list-style-type: none"> • Knowledge of current SEND reform and the Experts at Hand model. • Understanding of the Ofsted Education Inspection Framework and inclusion expectations. • Knowledge of local authority, health and community-based support services. • Understanding of educational psychology, speech and language therapy, occupational therapy and wider specialist services.
C	<p>Inclusion Leadership and School Improvement</p> <p>Essential</p> <ul style="list-style-type: none"> • Ability to support school leaders in strengthening inclusive practice. • Ability to evaluate provision and identify priorities for improvement. • Ability to balance support and professional challenge effectively. • Ability to promote evidence-informed practice and sustainable change. • Strong commitment to improving outcomes for children and young people with SEND. <p>Desirable</p> <ul style="list-style-type: none"> • Experience of undertaking school reviews, audits or quality assurance activities. • Experience of supporting organisational improvement or change programmes.



D	<p>Partnership and Influencing Skills</p> <p>Essential</p> <ul style="list-style-type: none"> • Ability to build trusted relationships with schools and professionals. • Strong communication and interpersonal skills. • Ability to influence practice without direct management responsibility. • Ability to work collaboratively across organisational and professional boundaries. • Strong facilitation, negotiation and problem-solving skills. <p>Desirable</p> <ul style="list-style-type: none"> • Experience of chairing multi-agency meetings. • Experience of working with health and social care professionals.
E	<p>Coaching, Development and Workforce Support</p> <p>Essential</p> <ul style="list-style-type: none"> • Ability to coach, mentor and develop others. • Ability to facilitate reflective practice and professional learning. • Confidence in delivering presentations, workshops and group discussions. • Commitment to building workforce confidence and capability. <p>Desirable</p> <ul style="list-style-type: none"> • Accredited coaching, mentoring or facilitation training. • Experience of leading professional development programmes.
F	<p>Analysis and Performance</p> <p>Essential</p> <ul style="list-style-type: none"> • Ability to use data and intelligence to identify need and inform decision-making. • Strong organisational and analytical skills. • Ability to monitor progress and evaluate impact. • Ability to manage competing priorities effectively. • Good IT and administrative skills. <p>Desirable</p> <ul style="list-style-type: none"> • Experience of analysing inclusion, attendance, behaviour or SEND-related data. • Experience of contributing to service evaluation or quality improvement programmes.
G	<p>Personal Attributes</p> <p>Essential</p> <p>The postholder will demonstrate:</p> <ul style="list-style-type: none"> • Commitment to inclusion and improving outcomes for children and young people. • A belief that mainstream settings can successfully support a broad range of needs when appropriately supported. • A collaborative and relationship-focused approach. • Resilience and adaptability within changing environments. • Professional integrity and credibility. • Ability to work independently and use initiative. • A practical, solution-focused mindset. • Commitment to equality, diversity and safeguarding. • Commitment to continuous professional learning and development. • Work flexibly as required • Honours and upholds the Company's Equal Opportunity Policy, Dignity at Work Policy, Safeguarding and Protection of Children, Health and Safety and Data Protection Policy at all times.

