



SEND/Inclusion Trustee – Voluntary Role

Location: Portsmouth/Kent/Devon

FACTOR	ESSENTIAL	DESIRABLE
Knowledge and Skills	<ul style="list-style-type: none"> • Strong understanding of SEND legislation, statutory guidance, and inclusive education principles. • Ability to interpret SEND data, inclusion reports, and pupil progress information. • Understanding of safeguarding principles. • Ability to scrutinise SEND provision, funding and resource use. • Commitment to ensuring equity of experience and outcomes for all pupils. • Knowledge of statutory frameworks for SEND, safeguarding, and equality. 	<ul style="list-style-type: none"> • Experience in education, health, social care, psychology, or specialist SEND provision. • Familiarity with multi-academy trust governance and risk management. • Experience with behaviour, attendance or pastoral systems.
Experience	<ul style="list-style-type: none"> • Senior leadership experience in SEND, safeguarding, social care or education. • Experience overseeing compliance or statutory duties. • Experience analysing performance data. • Previous governance experience. 	<ul style="list-style-type: none"> • Experience supporting families of children with SEND. • Multi-agency partnership experience.
Behaviours	<ul style="list-style-type: none"> • Commitment to TSAT values and inclusive practice. • Integrity, fairness and objectivity. • Championing inclusion and vulnerable learners. 	<ul style="list-style-type: none"> • Proactive and reflective mindset. • Commitment to continuous SEND learning. • Commitment to attend Trustee meetings.
Qualifications	<ul style="list-style-type: none"> • Relevant training or experience in SEND/inclusion. 	<ul style="list-style-type: none"> • Professional qualification in education, SEND or social care. • Willingness to complete governance/SEND training.

Purpose of the Role

The SEND/Inclusion Trustee provides strategic oversight, challenge, and support to ensure that Thinking Schools Academy Trust meets its statutory responsibilities for pupils with Special Educational Needs and Disabilities (SEND), and that inclusion is embedded across all schools within the Trust. The role ensures all pupils, regardless of need, background, or circumstance, can access high-quality education and thrive academically, socially, and emotionally to transform their life chances.

Key Responsibilities

Strategic Leadership of SEND and Inclusion

- Oversee the Trust’s strategic approach to SEND and Inclusion, ensuring alignment with TSAT’s core values and improvement priorities.
- Monitor the effectiveness of Trust-wide SEND provision, including the consistency and quality of implementation in schools.
- Review and challenge Trust-level reports relating to progress, attainment, attendance, behaviour, and destinations for pupils with SEND.

Compliance and Governance

- Ensure the Trust complies with all statutory duties under the SEND Code of Practice, Equality Act 2010, and associated legislation.
- Maintain oversight of policies relating to SEND, inclusion, equality, accessibility, behaviour, and safeguarding, ensuring they are up-to-date and effectively implemented.



- Provide assurance that the Trust meets responsibilities for Education Health and Care Plans, annual reviews, reasonable adjustments, and inclusive curriculum design.

Championing Vulnerable Learners

- Act as the Board's link for children with SEND, ensuring their perspectives and experiences inform strategic decisions.
- Champion a culture of inclusion and equity across all TSAT schools.
- Advocate for strong partnership working with families, external agencies, and specialist teams.

Scrutiny and Challenge

- Provide well-informed challenge to senior leaders on the deployment of SEND funding and resources, ensuring value for money and clear impact.
- Scrutinise the effectiveness of universal, targeted, and specialist SEND interventions.
- Review trends and emerging risks relating to vulnerable pupils at Trust level.

Engagement and Insight

- Maintain oversight of stakeholder feedback, including pupil voice, parent/carer surveys, and staff insights relating to inclusion and SEND.
- Engage in relevant Trustee training, briefings, and updates to remain informed about national developments in SEND and inclusion.
- Contribute to Board discussions about Trust strategy, risk, and school improvement from an inclusion-focused perspective.

Time Commitment

- Board meetings: 5 per year - Approximately 8–10 hours per month.
- Preparation: reading papers, reviewing performance packs, and follow-up actions.
- Ad hoc: school/academy visits (by arrangement), strategy days, training.

Term of Appointment

- Term: Up to 4 years, renewable subject to contribution and Board approval.
- Status: Voluntary (reasonable expenses reimbursed).

Reporting & Relationships

- Accountable to the TSAT Board.

Eligibility & Conduct

- Must meet legal eligibility requirements for charity trustees and company directors.
- Adhere to TSAT's Code of Conduct, Conflicts of Interest, and Safeguarding policies, including DBS and mandatory training.
- Maintain confidentiality and model ethical leadership.

Induction, Training & Support

- Structured induction (TSAT strategy, education model, safeguarding, data systems).
- Ongoing CPD (e.g., updates on curriculum, assessment, inclusion, inspection readiness).
- Timely access to performance packs and support from the Governance Team.