

Inclusion Lead

(including SENCo)

Job Description

Job title:	Inclusion Lead (SENCo) and member of the Leadership Team
Salary scale:	TLR 2a
Responsible to:	Headteacher
Responsible for:	Whole school inclusion & effectiveness of provision
Line managed by:	Headteacher

This is a challenging and important post requiring a teacher of the highest calibre. The successful candidate must have the ability to support and work with the Headteacher and SLT in all aspects of school improvement with key responsibility **to sustain and develop our Inclusive ethos and whole school provision**. This post is a non-class based role although will involve a teaching commitment depending on school need.

Main Duties and Responsibilities

To carry out the duties of a school teacher as set out in the School Teachers' Pay and Conditions Document.

To support, hold accountable, develop and lead the teaching team in order to secure high quality teaching, the effective use of resources and high standards of learning and achievement for all pupils with additional needs.

To work in close collaboration with the Headteacher and Deputy Headteacher in whole school development:

- Actively support the vision, ethos and policies of the school and promote high levels of achievement throughout
- To take a leading role in raising standards, improving quality of teaching and staff development focused particularly on children at a disadvantage and/or with SEND
- In partnership with the Headteacher and Deputy Headteacher, monitor the quality of teaching and children's progress and attainment focused on those with additional needs
- To support the Headteacher and Deputy Headteacher to manage the day to day organisation of the school
- Through Leadership Team meetings, contribute to the school's organisation and overall strategy of the school
- Report to Governors as appropriate.

General Duties and Responsibilities

- To be an active member of the school Leadership Team and to play a significant role in partnership with the Headteacher and Deputy Headteacher in reviewing whole-school policies and practice
- Act as "critical friend" and provide effective professional challenge and support to the Leadership Team
- To assume responsibility for particular aspects of the school's functioning
- To play a full part in developing further equal opportunities in the school
- To promote a positive image of the school and the achievements of its pupils
- To share the responsibility with all staff for the safety and well-being of all
- To support the development of behaviour for learning, including the implementation of the school's behaviour policy
- To maintain overall responsibility for the pastoral care of pupils across the school.

Special Educational Needs and Disability

- Provide strategic direction in regard to SEND provision throughout the school
- Ensure that the SEND policy and practice is compliant with legislation and best practice and is being effectively administered
- Follow the Plan – Do – Review cycle for identifying, supporting and evaluating provision for SEND children
- Support the identification of, and disseminate the most effective teaching approaches for pupils with SEND and maintain the SEND register of pupils
- Compile and evaluate our whole school provision map
- Regularly monitor progress against targets for pupils with SEND
- In collaboration with the Leadership Team, monitor the quality of SEND support delivered both by teaching assistants and by classroom teachers through the analysis of planning, interventions and pupils work and use outcomes to guide future improvements
- Support Class Teachers in writing termly individual support plans, as appropriate, with challenging, aspirational targets.
- Lead on applications and reviews for children requiring or already with Education, Health & Care Plans (or Statements).
- Liaise with outside professionals, including Educational Psychologists, ASD advisors, Speech & Language Therapists, CAMHS and other health professionals, etc
- Work in close partnership with families, including liaising with parents and carers concerning: pupil progress and concerns; updates to EHCPs and ISPs; the use of external agencies for identifying SEN; and to be proactive in communication about these issues

- Oversee and support the development of a new Family Support team in order to pro-actively engage with and support families including completing Early Help Assessments
- Manage the SEND delegated budget efficiently and effectively, ensuring value for money.

Teaching and Learning

- Exemplify and share best practice across the school
- To model, coach and team teach alongside colleagues to develop highly effective practice, such as effective, engaging teaching, modelling new concepts, classroom management and discipline
- To teach during the week; including specific interventions, team teaching, cover teaching and other teaching duties as necessary
- Model positive behaviour management and restorative approaches to managing conflict
- To monitor all aspects of the curriculum alongside the Headteacher and SLT.
- Develop and implement action plans to inform and address areas for improvements
- To liaise with Phase Leaders and other members of the SLT to monitor and promote effective transition arrangements to ensure continuity and progression for all pupils.

Staff Management and Development

- Where appropriate, to lead INSET on SEND issues for teachers and support staff
- To keep up to date with developments in education, particularly focused on SEND, and have a good knowledge of education systems locally and further afield.
- To assist in the recruitment, selection, induction and development of staff
- To demonstrate a commitment to his/her own continuing professional development and that of all staff
- To be involved in assessing the professional development needs of staff
- To be involved, with the SLT, in planning, implementing and evaluating a broad and balanced curriculum
- As a member of the Leadership Team, share whole school responsibility for the pastoral care of pupils, particularly focused on those with SEND and the staff supporting them
- Ensure staff are well informed about all aspects of school life in order to promote good communication and high morale
- Lead by example and encourage the practice of working as a team.

Leadership Responsibilities

- To be actively involved in the ongoing School Development Plan and arrangements for its evaluation in terms of its effect on school improvement and raising standards
- To support the Headteacher and Deputy Headteacher in appraisal of staff
- To work in partnership with the Headteacher and Deputy Headteacher in developing appropriate management structures in the school
- To undertake assemblies and Collective Worship as necessary
- To work in collaboration with the Governing Body on issues of school improvement particularly focused on SEND and disadvantaged pupils
- To play a full part in developing and enhancing relationships between the school, pupils, parents, external agencies and the local community.
- To hold the role of Designated Safeguarding Lead, liaising closely with other designated people within our Safeguarding team over Child Protection concerns.

Administrative Responsibilities

- Be aware of and respond appropriately to any health and safety, Child Protection and Safeguarding issues raised by staff, children, families or the community
- Ensure that you remain up to date on developments and issues with regard to the leadership and curriculum of the school
- Take on any additional responsibilities that might from time to time be determined by the Headteacher, as consistent and reasonable to your job duties, including deputising for the deputy and / or Head in their absence.

This job description will be reviewed annually as part of the performance management review process, or more frequently if necessary. It may be amended at any time after consultation with the Headteacher and Postholder.

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Person Specification

You should use this Person Specification as a guide for aspects to be covered in your application after reading the Job Description

Educational Qualifications

Candidates should have:

- Qualified Teacher Status E
- National Award for SENCo **or** willingness to train for the National Award E
D
- Appropriate leadership training.

Experience

Candidates should have:

- Substantial Primary School teaching experience, ideally but not necessarily across the entire primary age range including Foundation Stage, Key Stage 1 and Key Stage 2 E
- Relevant experience of successful leadership at a whole school level or experience of SENCo role in another school E
- Involvement in school development and evaluation E
- Taken a lead on inclusion or curriculum initiatives that have contributed to raising educational standards E
- Promoted, organised and led staff training and development within the specified area/s E
- Experience in resource, budgetary and personnel management. D

Job Related Knowledge, Aptitude and Skills

Candidates should have:

- In-depth knowledge and experience of Special Educational Needs and effective learning for children with barriers to learning. E

- Sound knowledge of current educational issues, developments and legislation, including the new SEND Code of Practice. E
- The ability to evaluate provision of the school and plan a strategy for its development D
- A clear understanding of school improvement issues E
- The ability to determine priorities and manage time effectively E
- Knowledge of and potential to build positive and effective programmes for staff development, in particular, developing coaching and mentoring D
- Ability to use evidence to select and evaluate highly effective intervention programmes E
- The ability to establish effective working relationships with all members of the school community E
- Skills in resource and budgetary management D
- The ability to communicate effectively, both orally and in writing, with individuals and groups E
- An understanding of, and a commitment to, inclusive education E
- The ability to use appropriate technology to support teaching and management. E

Personal Qualities

Candidates should have:

- The potential for creative and innovative educational leadership E
- The capacity to project and sustain a positive attitude and approach E
- The capacity to be flexible in working practices E
- The ability to use initiative when problem solving E
- The ability to work independently and as part of a team E
- The ability to manage, organise and motivate staff with diplomacy, sensitivity and good humour E
- A commitment to personal and professional development E
- An enthusiasm and energy for teaching E
- A passion for supporting all children to achieve their potential. E

Equal Opportunities

Candidates should have:

- A commitment to equal opportunities policy and practice E
- The ability to demonstrate that they have actively fostered equal opportunities in their own work. E

Specification Criteria: E – Essential D – Desirable

Prospective candidates are strongly advised to make an appointment to visit our school and talk informally about the role advertised. This is an exciting and unique opportunity to help shape the future development of our thriving school community alongside the successful candidate's own professional development.