

## Job Description

KEY INFORMATION	
Post title:	Assistant Director of School Improvement (Inclusive Education)
Grade:	L11 – L15
Responsible to:	Director of School Improvement

  

OVERALL PURPOSE OF JOB	
Strategic leadership for the quality of inclusive education across all Trust schools. Operational support for Senior Leaders responsible for inclusive education and safeguarding.	

  

MAIN DUTIES AND RESPONSIBILITIES	
1	Lead the Trust-wide strategy for inclusive education
2	Champion best practice and inspire all practitioners to enable every child and young person to achieve their potential
3	Engage with research, national bodies, sources of excellence and the wider practitioner community to continually improve and enhance provision for the most vulnerable children and young people in the Trust
4	Lead the Trust's SEND and DSL Safeguarding Network Groups, direct a joined-up approach across all provision (behaviour, attendance, safeguarding, curriculum) to deliver the highest levels of inclusion, attainment, achievement and attendance for all pupils
5	Maintain an up to date knowledge of change in relevant legislation and research, providing school leaders with updated information and recommended responses as necessary
6	Ensure high quality information regarding the Trust, school and local offer is available to parents
7	Advise on all aspects of inclusive education across the Trust
LEADERSHIP AND MANAGEMENT	
8	Motivate and enable school leaders, SENDCos and DSLs to carry out their roles to the highest standard through coaching and professional development
9	Establish effective partnerships with other Trusts and the local authority to develop inclusive provision

10	Encourage and support the participation of leaders and teachers in local networks to enable improved outcomes for pupils
11	Work with leaders to develop provision for family support for those who are most vulnerable
12	Support school leaders in the successful deployment of staff and resources across their school
13	Develop, commission and quality assure specialist services (e.g. Educational Psychologists) to support schools across the Trust
14	Work with the CFO to ensure efficiencies are gained in any cross-Trust provision
15	Ensure every school has effective leadership of SEND and quality assure this work
16	Ensure every school has effective leadership of safeguarding and quality assure this work
17	Develop, where appropriate, Trust guidance to facilitate the work of leaders and staff in making excellent provision for all pupils
18	Report on a regular basis and as required to the Director of School Improvement, Board of Trustees and the Education and Standards Committee
19	Undertake wider school improvement activity as necessary, under the direction of the Director of School Improvement and play an active role in contributing to the development and future direction of the Trust

TEACHING AND LEARNING	
20	Plan, coordinate and evaluate all SEND and safeguarding training for staff, Trustees and local governors
21	Raise standards in learning and attainment through quality assuring, coordinating and developing the provision for inclusive education
22	Secure high-quality teaching and learning for pupils with SEND and/or who are vulnerable ensuring the effective implementation of Education Health Care Plans, Pupil Support Plans, Individual Education Plans, Individual Behaviour plans and systems in place to ensure the graduated approach is used well
23	Support leaders, including SENDCos to implement effective approaches to setting baselines for pupils who have SEND and monitoring progress against these (attainment and wellbeing measures)
24	Analyse assessment and performance data at individual school and Trust level on a termly basis with a view to improving outcomes for vulnerable pupils

25	Work with Trust and school leaders to contribute to and review curriculum development ensuring that all pupils experience an ambitious curriculum
26	Be accountable for the attendance, performance and outcomes of pupils with SEND
27	Be accountable for performance of vulnerable pupils including those in care or post-adoption
28	Develop strategies to engage the learner voice for children and young people to secure views about provision and future opportunities to help ensure the inclusive education offer continues to meet young people's aspirations and expectations
29	Support each school to establish a nurturing culture and bespoke provision for pupils with a range of additional, medical and complex needs

GENERAL RESPONSIBILITIES	
1	Uphold professional standards for the role and follow all school and Trust policies and procedures.
2	Comply with Child Safeguarding Procedures and adhere to the Trust's Child Protection and Safeguarding Policy at all times.
3	Participate in performance management and take part in appropriate training and development activities.
4	Maintain confidentiality in all areas of work and process personal and sensitive information in accordance with relevant legislation.
5	Undertake other reasonable duties as requested, in accordance with the changing needs of the organisation.

## Person Specification

*All points are essential unless otherwise specified*

Qualifications	
1	Good honours degree in a relevant subject, or equivalent
2	A professional teaching qualification and/or QTS or equivalent (e.g. QTLS)
3	Evidence of recent and relevant CPD in relation to inclusive education
4	<i>Minimum DSL Level 3 qualification or equivalent (desirable)</i>
5	<i>Further qualifications relevant to the role (desirable)</i>
Experience	
1	Demonstrable experience of successful leadership in one or more schools
2	Experience of teaching learners with a range of additional needs
3	Evidence of experience in narrowing the gap for vulnerable pupils and those with additional needs
4	Experience in providing support and training to staff
5	<i>Experience of managing complex cases, allegations and contextual safeguarding issues (desirable)</i>
6	<i>Experience in the role of Designated Safeguarding Lead across one or more schools (desirable)</i>
7	<i>Experience of working in primary, secondary and alternative provision settings (desirable)</i>
8	<i>Experience of reporting to Trustees / Local Governors (desirable)</i>
9	<i>Experience as an Ofsted inspector, or willingness to train (desirable)</i>
Skills/Knowledge/Abilities	
1	Confidence in managing staff performance
2	Ability to use data to inform strategy and whole school/Trust improvement
3	Deep understanding, knowledge and commitment to safeguarding and promoting the welfare of children and young people
4	Knowledge of transition processes for pupils

5	Ability to communicate effectively both verbally and in written form
6	<i>Confident understanding of SEND funding and negotiating with local authorities (desirable)</i>
7	<i>Understanding of strategic provision mapping and the development of SEND provision (desirable)</i>
8	<i>Knowledge, understanding and commitment to equality, diversity and inclusion formed by practical experience and application (desirable)</i>
9	<i>Excellent understanding of the EHCP statutory assessment process (desirable)</i>
10	<i>Knowledge of statutory guidance/legislation in relation to exclusions, appeals, tribunals and SEND (desirable)</i>
11	<i>Understanding of the Fair Access process (desirable)</i>
<b>Personal Attributes</b>	
1	Resilience and determination to overcome barriers for all pupils
2	Confidence in dealing with challenging conversations and adhering to policies and procedures
3	Commitment to aspirational outcomes for pupils with SEND and vulnerable learners
4	Ability to influence, persuade and implement cultural change
5	Ability to meet deadlines and complete tasks within given timescales
6	Ability to work alongside and collaboratively with stakeholders including local authorities and support services
7	Ability to form and maintain appropriate relationships and personal boundaries with pupils and staff
8	Solution-focused approach to problems and competing priorities
9	Confidence in championing the needs of pupils
<b>Safeguarding</b>	
1	Demonstrate a commitment to safeguarding children and ensuring the welfare of children
2	Be able to remain calm, empathetic and treat all students with dignity and respect, even when faced with challenging behaviour



**EXCEL  
LEARNING  
TRUST**

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Satisfactory Enhanced DBS check