

EAST SUSSEX COUNTY COUNCIL

Job Description

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| DEPARTMENT: | Schools |
| LOCATION: | Telscombe Cliffs Primary School and Nursery |
| JOB TITLE: | Assistant Inclusion Manager |
| GRADE: | MPS/UPS + SEND Allowance (£25,714-£41,604 + £2,270 SEN per annum pro-rata) |
| RESPONSIBLE TO: | AHT Inclusion Manager |
| MAIN PURPOSE OF THE JOB: | <p>In addition to the requirements of a class teacher and any other agreed responsibilities as set out by the Class Teacher job description and the schoolteacher's pay and conditions document.</p> <ul style="list-style-type: none"> • To deputise in the absence of the Inclusion Manager. • To assist the Inclusion Manager in the day-to-day operational leadership and management and development of the SEND/Inclusion provision. This includes contributing to policies, procedures and practices in the school to raise the achievement of all children. • To support the day-to-day operation of the SEN/LAC/EAL/PP and Catch-up strategies as well as co-ordination of specific provision to support individual pupils within these groups, working closely with staff, parents/carers and other agencies. • Provide related professional guidance to colleagues to secure high quality teaching for children within identified groups. Fulfil the professional responsibilities of a teacher, as set out in the School Teachers' Pay and Conditions Document. • To support the strategic development and day-to-day operation of Safeguarding provision in the school. |

| Key Tasks | |
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| <p>Leadership and management</p> <p>Lead a team of staff, managing human and other resources effectively to maximize learning, ensure equality and promote excellence.</p> | <p>Typical duties include:</p> <ul style="list-style-type: none"> • To deputise in the absence of the Inclusion Manager. • Attend regular Inclusion team meetings with Inclusion Manager as appropriate. • Liaise with DHT and Inclusion Manager to ensure effective deployment of staffing resources, particularly when managing absence. • Support with the induction of new staff. • Contribute to the performance management of teaching and support staff. • To support the Inclusion Manager in the planning, coordination, implementation and evaluation of school-wide interventions including pupil premium and catch-up strategy. • Contribute to the school's self-evaluation and identification of school improvement priorities. • Play a leading role in the implementation, monitoring and management of high standards of behaviour in the school. • Work with the teachers and support staff to promote best and innovative practice to enrich the range of teaching and learning styles in the school. • Liaise with staff to ensure smooth transition from one phase to another, including coordination of the 'handover' of relevant documents in regard to SEND. • Coach and support staff and be a model of excellence for inclusive practice. |
| <p>Teaching and Learning</p> <p>To ensure that all pupils with SEND and other vulnerable groups make outstanding progress and achieve well in all year groups</p> | <p>Typical duties include:</p> <ul style="list-style-type: none"> • To support the Inclusion Manager to ensure an inclusive curriculum in all phases. • To support colleagues to create an inclusive learning environment and monitor teaching and pupil engagement. • To team teach to support inclusive practice. • To develop curriculum resources to ensure that pupils identified on the SEND register have the required level of support. • To teach intervention groups (where appropriate). • To assist in whole school staff development and training, disseminating best practice in teaching and learning for SEND pupils. • Use data and assessment including book scrutiny effectively to identify pupils who are seriously underachieving and where necessary create and implement effective plans of action to support those pupils. • To support teachers in the co-production of SEND Learning Plans. |
| <p>Pastoral</p> <p>Provide an excellent role model for pupils and for staff, by classroom practice that sets a standard for other teachers to emulate</p> | <p>Typical duties include:</p> <ul style="list-style-type: none"> • Support class teachers to implement the positive behaviour agreed approach. • Model positive behaviour strategies and be an advocate of the school's behaviour policy. • Communicate clearly with parents/carers on any pastoral issues that are required in consultation with Year Group Leaders. • Actively encourage and support all staff, providing advice, praise and assistance. |

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| | <ul style="list-style-type: none"> Foster and develop an atmosphere of trust and care within school in order to generate a healthy team approach, a climate of security and staff wellbeing. |
| Communication Communicate effectively with all stakeholders | Typical duties include: <ul style="list-style-type: none"> Provide a channel for communication to and from the SLT for all staff in the team. Provide feedback to Year Group Teams, Curriculum Teams, SLT or governors as requested. Ensuring communication to parents/carers goes out in a timely fashion. To ensure that governors are well informed about policies, plans, priorities and targets and that these are properly incorporated into the school improvement plan. To be an access point for parents/carers and participate in SEND review meetings with them. <p>To support with the management of referrals and liaise with outside agencies.</p> <ul style="list-style-type: none"> Ensure accurate and detailed records are kept of meetings and discussions with parents/carers and external agencies. |
| Safeguarding and Health and Safety Safeguard the health and safety of self and others in accordance with the school's Health and Safety Policy. | Typical duties include: <ul style="list-style-type: none"> Understand and implement the school's safeguarding policy and procedures. Ensure that the Safeguarding procedures are followed by all staff. Ensure that all new staff go through appropriate induction process which highlights the safeguarding procedures. Share messages from the DSL. Ensure risk assessments are in place, liaise with EVC as appropriate. Complete regular learning walks to check quality and safety of the environment. In this role train as a DSL and contribute to the school's safeguarding strategy. <p><i>All school-based staff have the responsibility for promoting the safeguarding and welfare of children. All school staff should be aware of the school's Child Protection and Safeguarding Policy and work in accordance with this document at all times.</i></p> |
| Develop personally and professionally | Typical duties include: <ul style="list-style-type: none"> Reflection on own practice and private study, keeping abreast of new initiatives and research informed practice. Participation in appropriate in-service programmes. To develop knowledge of the role of SEND data, research and practice in the field of SEND. |
| GENERAL BEHAVIOURS | Typical duties include: <ul style="list-style-type: none"> Build a strong relationship with the Head, SLT, Inclusion Manager, teachers, Governing Body, support staff, parents/carers and pupils. Work as part of the wider school team, offering support where appropriate. Demonstrate the qualities of a model teaching professional. Attend leadership and staff meetings, Governing Body meetings and school events as appropriate. Maintain a strict code of professionalism and confidentiality within and outside of school. |

EAST SUSSEX COUNTY COUNCIL**Person Specification****Post Title: Assistant Inclusion Manager****Location: Telscombe Cliffs Primary School and Nursery****Grade: MPS/UPS + SEND Allowance**

| | Essential | Desirable |
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| Qualifications And Training | <ul style="list-style-type: none"> • Qualified Teacher status. • Evidence of recent professional development in SEN. | <ul style="list-style-type: none"> • NCSL Leading from the Middle or NPQML/SL. • SENCO qualification – at least working towards it. |
| Experience & Skills | <ul style="list-style-type: none"> • High level of expertise in teaching and learning including quality first teaching, providing strategies to support SEND pupils. • Expertise in drafting EHCPs. • Expertise in managing behaviour. • At least 2 years full time teaching experience. • A working knowledge of strategies and techniques for raising pupil attainment generally including different groups of pupils. • Experience of adaption and planning individual intervention programmes. • Clear evidence of supporting and facilitating inclusive education within a school setting. • Experience of leading and managing within a school. • Active involvement in the development of school policies. • Experience of a range of summative and formative assessment procedures. • Experience of target setting. • Proven ability to maximise resources. • Excellent verbal and written communication. | <ul style="list-style-type: none"> • Experience of allocating and managing a budget. • Ability to analyse, interpret and act on assessment/test data. • Good understanding of the Special Needs Code of Practice, Disability Discrimination Act and inclusive practice. |
| Professional Development | <ul style="list-style-type: none"> • Active involvement in recent and relevant CPD. | |
| Planning | <ul style="list-style-type: none"> • Knowledge and experience of school development planning. | <ul style="list-style-type: none"> • Strategic management skills. • Self-evaluation review and planning. |

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| | | <ul style="list-style-type: none"> Developing pupil premium and catch-up strategies. |
| Raising Standards | <ul style="list-style-type: none"> An excellent classroom practitioner able to lead by example. Ability to make an impact on pupil outcomes. Effective and positive behaviour management, with clear boundaries, sanctions, praise and reward. Knowledge and experience of a range of teaching and learning styles which reflect structured sequences of learning to include cross curricular and skills focused learning. Knowledge and understanding of ICT for learning and leadership/management. | <ul style="list-style-type: none"> Experience of organising/ delivering teacher or support staff training. Experience of undertaking performance management. Experience of supporting whole school behaviour management. Experience of mentoring or supporting colleagues. |
| Working with People | <ul style="list-style-type: none"> Strong interpersonal skills: ability to lead, motivate, challenge and inspire colleagues and give feedback in a supportive manner. Able to build team capacity. Able to establish credibility with all staff. Acts as a role model to staff, pupils and the community. Able to establish positive relationships with children, staff, parents and carers as well as governors. Experience of working with other agencies or organisations. To be able to receive feedback and act upon it. | |
| Key skills, qualities and attributes | <ul style="list-style-type: none"> Genuine passion and a belief in the potential of every pupil. High expectations and a commitment to raising standards of attainment. Commitment to equal opportunities and equal value for pupils and colleagues. Resilient, cheerful and positive. Able to embrace change and help others to manage the change process. Good organisational and personal management skills. Able to work effectively as part of teams at all levels. | <ul style="list-style-type: none"> Able to work independently and proactively. |

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| | <ul style="list-style-type: none">• Commitment to safeguarding children through their role. | |
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Notes:

This job description and person specification may be amended at any time in consultation with the postholders. This document will be reviewed annually as part of the performance management process or as appropriate.

Date: April 2021**Next Review Date: September 2022****Reference of Officer(s) drawing up person specifications: PP**

Headteacher's signature:

Date:

Post Holder's signature:

Date:

EAST SUSSEX COUNTY COUNCIL**Health & Safety Functions**

This section is to make you aware of any health & safety related functions you may be expected to either perform or to which may be exposed in relation to the post you applying for. This information will help you if successful in your application identify any health-related condition which may impact on your ability to perform the job role, enabling us to support you in your employment by way of reasonable adjustments or workplace support.

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| Using display screen equipment | X |
| Working with children/vulnerable adults | X |
| Moving & handling operations | |
| Occupational Driving | X |
| Lone Working | |
| Working at height | |
| Shift / night work | |
| Working with hazardous substances | |
| Using power tools | |
| Exposure to noise and /or vibration | X |
| Food handling | X |
| Exposure to blood /body fluids | X |