



Ashwell Primary School

Shaping futures: Together we learn, care and grow

Inclusion Leader (SENCO) – Job Description

Salary Scale:	Role Currently covered under DHT
Contract Type:	
Hours:	
Reports to:	Headteacher SEND link Governor
Key Leadership Responsibilities:	Inclusion Leader (SEND / Pastoral / PPG / Designated Teacher – CLA)

All teachers and leaders are subject to the Conditions of Employment set out annually in the School Teachers' Pay and Conditions Document. These detail the professional and particular duties required of teachers and leaders, together with requirements for management time, working time, guaranteed planning and preparation time. The school complies with these requirements in order to make reasonable demands of teachers and leaders.

Core Purpose of the Role and main duties:

The core role of the INCO/SENCO is to improve outcomes and attainment for all children with special educational needs. To achieve this aim, the INCO/SENCO will take responsibility, with the support of the Headteacher and Governing Body, for the day-to-day operation of provision made by the school for pupils with Special Educational Needs and Disabilities (SEND), and provide professional guidance in the area of SEND in order to secure high quality teaching and the effective use of resources to bring about improved standards of achievement for all pupils.

Specific responsibilities

Strategic direction and development of SEND & Disadvantaged (PPG) provision in the school

- ✓ Have a strategic overview of provision for pupils with SEND/PPG across the school, monitoring and reviewing the quality of provision. (SEND Action Plan / PPG Strategy)
- ✓ Contribute to school self-evaluation, particularly with respect to provision for pupils with SEND/PPG.
- ✓ Make sure the SEND policy is put into practice and its objectives are reflected in the school development plan (SDP)
- ✓ Maintain up-to-date knowledge of national/local initiatives that may affect the school's policy/practice.
- ✓ Advise on and contribute to the professional development of staff to increase their effectiveness in responding to pupils with SEND/PPG, in line with the requirements of the SEND Code of Practice.
- ✓ Report to the Headteacher and Governing Body on the provision for SEND/PPG pupils and its impact.
- ✓ Manage an annual budget for resources for SEND/PPG pupils, identifying and prioritising requirements for expenditure.
- ✓ Prioritise and manage own time effectively, balancing administrative duties, acting as a resource for colleagues and working with pupils.
- ✓ Take responsibility for own professional development.

Operation of the SEND policy and co-ordination of provision

- ✓ Maintain an accurate SEND register and provision map and oversee the day-to-day operation of the school's SEND policy.
- ✓ Co-ordinate provision for children with SEND/PPG.
- ✓ Provide guidance to colleagues on teaching pupils with SEND, and advise on the graduated approach to SEND support.
- ✓ Advise on the use of the school's budget and other resources to meet pupils' needs effectively, including staff deployment.
- ✓ Be aware of the provision in the local offer.
- ✓ Work with early years providers, other schools, educational psychologists, health and social care professionals, and other external agencies.
- ✓ Be a key point of contact for external agencies, especially the local authority (LA).
- ✓ Support staff by ensuring that all those involved have the information necessary to secure improvements in teaching & learning, disseminating good practice in SEND teaching across the school.

- ✓ In collaboration with the Headteacher and Governing Body, review and revise the school's SEND policy in line with the policy review timetable.
- ✓ Ensure records are maintained and kept up to date.
- ✓ Review the education, health and care plan (EHCP) with parents or carers and the pupil.

Assessment and evaluation

- ✓ Identify pupils' special educational needs through assessment, collecting and interpreting assessment data and advice provided by external professionals.
- ✓ Support class teachers and teaching assistants to plan the best possible provision to enable pupils with SEND/PPG to make maximum progress in their learning.
- ✓ Monitor progress of SEND/PPG pupils and use the information to review, adjust and improve provision.
- ✓ Maintain detailed records including the SEND register, provision map, support plans and reviews, Statements / Education Health Care Plans, using computerised management information systems as much as possible.
- ✓ Meet regularly with staff to evaluate impact and plan future provision.
- ✓ Implement and lead intervention groups for pupils with SEND/PPG, and evaluate their effectiveness.

Teaching and learning

- ✓ Identify and disseminate the most effective inclusive teaching approaches for pupils with SEND/PPG.
- ✓ Support staff in understanding the learning needs of individual pupils with SEND/PPG, including ensuring that pupils make a smooth transition from year to year and that information is passed on to their new teacher and teaching assistant.
- ✓ Maintain and improve the resource base of materials to meet the needs of pupils with SEND/PPG.
- ✓ Be prepared to provide class cover for planned CPD as required and as a first response in the short term in event of unexpected absence
- ✓ Provide an example of 'excellence' as a leading classroom practitioner, inspiring and motivating others.

Relationships with pupils, staff, parents and external professionals

- ✓ Establish and maintain good relationships with pupils, parents, staff, and external professionals, ensuring that communication between these groups is effective.
- ✓ Involve pupils closely in the assess-plan-do-review process as outlined in the SEND Code Of Practice.
- ✓ Liaise with external professionals in order to provide maximum support for pupils with SEND.
- ✓ Participate in, and where appropriate lead, meetings, reviews and case conferences involving pupils with SEND.
- ✓ Liaise with other schools to ensure that there is good continuity in support and learning when pupils with SEND/PPG transfer from school to school.
- ✓ Promote the pupil's inclusion in the school community and access to the curriculum, facilities and extra-curricular activities.

Leadership & Management

- ✓ Fulfil the role of the Designated Teacher for Children Looked After.
- ✓ Work with the Headteacher and governors to ensure the school meets its responsibilities under the Equality Act 2010 in terms of reasonable adjustments and access arrangements.
- ✓ Prepare and review information the governing board is required to publish.
- ✓ Contribute to the school improvement plan and whole-school policy.
- ✓ Identify training needs for staff and how to meet these needs. Lead training and INSET for staff.
- ✓ Promote an ethos and culture that supports the school's SEND policy and promotes good outcomes for pupils with SEND/PPG.

Other areas of responsibility

- ✓ The INCO will be required to safeguard and promote the welfare of children and young people, and follow school policies and the staff code of conduct.

The Postholder's duties must be carried out in compliance with the school's policies and procedures including child protection procedures and the Council's Equal Opportunities Policy, Financial Regulations and Standing Orders, the Health and Safety at Work Act (1974), and subsequent health and safety legislation.

These duties and responsibilities should be regarded as neither exhaustive nor exclusive as the post holder may be required to undertake other reasonably determined duties and responsibilities commensurate with the grading of the post.

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.