STAR ACADEMIES

Nurturing Todays' Young People, Inspiring Tomorrow's Leaders

DIRECTOR OF INCLUSION

JOB DESCRIPTION

JOB PURPOSE

To lead outstanding inclusion services, systems, frameworks and models that serve the needs of pupils and promote education excellence, character development and service to communities.

JOB SUMMARY

1. Lead the Trust's Inclusion strategy.
2. Lead, manage and develop the Trust's behaviour, attendance, SEND, safeguarding and admissions/exclusions teams and its mental health provision.
3. Promote and establish an integrated approach to inclusion within the Trust, leading to the development of genuinely inclusive schools.
4. Contribute to the development of the overall Trust strategy and associated policies.
5. Contribute to developing the vision and direction of the Trust.

KEY RESPONSIBILITIES AND ACCOUNTABILITIES

1. Strategic Leadership of Inclusion within the Trust

1.1 Assume strategic responsibility for the Trust's support of pupils in its schools.

1.2 Develop, establish, maintain, quality assure and refine the Trust's inclusion frameworks, models, policies and resources to ensure maximum impact in schools.

1.3 Lead the Trust's inclusion teams (including those focused on behaviour, attendance, SEND, safeguarding, admissions, exclusions and mental health) so that support to schools and their pupils is child-centred, integrated, effective, rigorous, timely, and promotes their well-being and academic progress.

1.4 Promote and facilitate the development of inclusive practice in schools within the Trust, focusing on an integrated whole-school approach which informs universal classroom practice as well as interventions.

1.5 Monitor service standards and the progress of vulnerable pupils in the Trust's schools and advise the Executive Director (Education), Regional Directors/Executive Principals and Principals on appropriate actions and commissioning of support.

1.6 Report to Star's Academic Board, Executive Directors and the Chief Executive as required on inclusion across the Trust.

2. Operational Leadership and Management of the Trust's Inclusion Teams

2.1 Oversee the work of the Trust's inclusion teams (behaviour, attendance, SEND, safeguarding, admissions, exclusions and mental health) setting service KPIs and targets, agreeing annual plans and operating statements, monitoring performance and intervening when required.

2.2 Proactively review data on behaviour, exclusions, attendance, SEND, and safeguarding to determine the risk and need of each school for Trust intervention.

2.3 Liaise with the Executive Directors, agree and quality assure the deployment of the Trust's Inclusion Team proactively, to reflect the risk and need in each school and build capacity in each school.

2.4 Undertake the line management and performance management of inclusion Heads of Service, ensuring that their work is of the highest standard and focused on Trust and service objectives.

2.5 Support inclusion Heads of Service in the management of their services.

2.6 Resolve issues raised by the Regional Directors/Executive Principals and Principals in relation to the quality and performance of inclusion services.

2.7 Support school leaders to make effective and streamlined use of inclusion data to make timely interventions that promote successful leadership of behaviour, attendance, SEND, and safeguarding.

2.8 Develop materials and organise training that supports the induction of school leaders on behaviour, attendance, SEND, and safeguarding.

2.9 Ensure that services are fully informed and equipped to advise schools on the commissioning of external support for vulnerable pupils when this is required.

2.10 Report to the Chief Executive and the Trust on the performance of the inclusion teams.

3. Pupil Premium

3.1 Lead on the development of Trust-wide pupil premium policies.

3.2 Support in the management and delivery of provision for Pupil Premium pupils to ensure that the Pupil Premium funding reaches the groups of pupils for whom it is intended and that it makes a significant impact on their education.

3.3 Support with the implementation, monitoring and review of school's Pupil Premium provision ensuring that it is high quality and high impact.

4. Funding/Budget Management

4.1 Oversee, manage and monitor the budgets of the inclusion teams in line with the Trust's financial regulations and procedures and in close liaison with Star's finance team.

4.2 Ensure that budgetary provision for the inclusion teams is utilised efficiently and effectively, ensuring value for money and the optimum deployment of resources.

4.3 Take appropriate action when advised by the finance team of projected overspends or other budgetary issues.

5. Accountability

5.1 Be accountable for inclusion service standards and the outcomes of vulnerable pupils across the Trust's schools.

5.2 Be accountable for the performance and quality of the Trust's inclusion teams.

6. Other Responsibilities

6.1 Promote the trust's vision of 'nurturing today's young people, inspiring tomorrow's leaders'.

6.2 Champion the trust's values of 'Service', 'Teamwork', 'Ambition' and 'Respect'.

6.3 Contribute to the wider life of the Trust and its schools through out of hours and partnership work.

6.4 Carry out any such duties as may be reasonably required by the Trust.

6.5 Demonstrate commitment to safeguarding and promoting the welfare of children, young people and vulnerable adults.

7. Records Management

7.1 All staff who create, receive, and use records in the course of their job are responsible for ensuring that records are managed appropriately. It is therefore likely that this post-holder will have responsibility for record-keeping as part of the role. Employees are required to be conversant with the trust's policies and procedures on records management.

This appointment is with Star Academies. The job description forms part of the contract of employment of the person appointed to this post. It reflects the position at the present time only and may be reviewed in negotiation with the employee in the future. The appointment is subject to the terms and conditions outlined in the 'Star Academies Contract'.

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PERSON SPECIFICATION

No	CATEGORIES	Essential/ Desirable	Assessed by: App Form	Assessed by: Interview /Task
QUALIFICATIONS				
1.	First degree or equivalent.	**E**	✓	
2.	Qualified Teacher Status.	**E**	✓	
3.	Master's level qualification in a relevant discipline.	**D**	✓	
4.	NPQH.	**D**	✓	
5.	Evidence of professional development in inclusion (e.g. NPQ in leading behaviour and culture; SENCO NPQ).	**D**	✓	
EXPERIENCE				
6.	An outstanding track record of success (as measured by inclusion performance outcomes and relevant OFSTED judgements) as a Headteacher or Senior Leader.	**E**	✓	✓
7.	Proven leadership and impact in secondary schools, particularly in schools with challenging contexts.	**E**	✓	✓
8.	Experience of delivering effective support to school leaders in areas such as behaviour, attendance, SEND, safeguarding, admissions, exclusions and mental health with a demonstrable impact on pupil outcomes and wellbeing.	**E**	✓	✓
9.	Experience of managing, supporting and coaching staff to deliver improved standards.	**E**	✓	✓
10.	Experience of developing systems, frameworks, models and resources to support schools in delivering effective inclusion practice.	**E**	✓	✓
11.	Experience of the line management and performance management of senior staff.	**E**	✓	✓
12.	Experience of resolving complex problems and situations.	**E**	✓	✓

			Assessed by:	
No	**CATEGORIES**	**Essential/ Desirable**	**App Form**	**Interview /Task**
13.	Experience of effective service improvement planning, including identifying priorities, determining interventions, setting targets and milestones and monitoring and evaluation progress and outcomes.	**E**	✓	✓
ABILITIES, SKILLS AND KNOWLEDGE				
14.	The ability, credibility and authority to command respect in school and service leaders.	**E**	✓	✓
15.	The knowledge and skills required to be able to analyse a range of data and its implications for improving outcomes and wellbeing for vulnerable pupils, communicating proposed actions clearly and effectively to school Principals and senior leaders.	**E**	✓	✓
16.	Detailed strategic and operational understanding of the following areas: behaviour, attendance, SEND, safeguarding, admissions, exclusions and mental health, including an up-to-date knowledge of the commissioning of external support.	**E**	✓	✓
17.	A thorough and up-to-date knowledge of current educational policy and practice as it applies to inclusion, including performance measures, OFSTED frameworks, resource opportunities, research and sources of best practice.	**E**	✓	✓
18.	The ability to successfully integrate a child-centred approach to inclusion with a clear focus on the rigorous application of systems, models and the effective use of risk registers and toolkits.	**E**	✓	✓
19.	The ability to model effective leadership so that it leads to improvements in service and school performance.	**E**	✓	✓
20.	Evidence of innovative thinking, a solution-focused approach and creative approaches to strategic challenges.	**E**	✓	✓
21.	The ability to work to deadlines, adapt to changing conditions and generate effective solutions to new situations and problems as they arise.	**E**	✓	✓
22.	A thorough knowledge of equality, diversity and wellbeing policy requirements and practices.	**E**	✓	✓

			Assessed by:	
No	**CATEGORIES**	**Essential/ Desirable**	**App Form**	**Interview /Task**
23.	The ability to line manage and performance manage service leaders in order to achieve the best outcomes in the Trust's schools.	**E**	✓	✓
24.	An understanding of how KPIs, targets, service planning, monitoring and reporting can drive continuous improvement.	**E**	✓	✓
25.	The ability to quickly establish credibility and build strong working relationships at all levels.	**E**	✓	✓
26.	Effective oral and written communication skills, with proven ability to negotiate and influence change with sensitivity and emotional intelligence and to report clearly on performance.	**E**	✓	✓
27	Excellent IT skills, including the ability to use SIMS and MS Office software packages such as Word, Excel and Outlook.	**E**	✓	✓
28.	Knowledge and understanding of budget management and financial systems.	**E**	✓	✓
29.	Strong analytical, strategic thinking and project management /planning skills.	**E**	✓	✓
30.	Highest levels of integrity and probity and a commitment to the highest levels of effort, endeavour and focus on standards.	**E**	✓	✓
PERSONAL QUALITIES				
31.	A passionate belief in the Trust's vision of 'nurturing today's young people, inspiring tomorrow's leaders'.	**E**	✓	✓
32.	A strong commitment to the Trust value of 'Service'.	**E**	✓	✓
33.	A strong commitment to the Trust value of 'Teamwork'.	**E**	✓	✓
34.	A strong commitment to the Trust value of 'Ambition'.	**E**	✓	✓
35.	A strong commitment to the Trust value of 'Respect'.	**E**	✓	✓
36.	Sympathetic to and supportive of the mixed multi-academy trust model.	**E**	✓	✓