

Director of Learning for Inclusion

Reporting to: Executive Head Teacher

Reporting Lines: Head of Faculties, Teachers and support staff

Salary: Leadership Scale – L6 to L10

1.0 (FTE Equivalent)

Job Purpose:

This role is an integral part of the strategic leadership of Queensbury School. The Director of Learning for Inclusion will be a leader with a proven track record whose role will focus on:

- The key purpose of the Director of Learning for Inclusion is to establish, lead and manage appropriate provision and support for pupils across the school who are complex and vulnerable and require additional support through targeted SEND specialist teaching strategies, assessment and intervention.
- Providing outstanding leadership on school improvement to embedding wider neurodiverse, communication and autism specialist teaching strategies with staff teams across Queensbury School and New Horizons.
- Co-constructing school improvement solutions and sharing best practice with school leaders, within individual schools and across the Trust, which contributes to the overall success of the Education Impact Academy Trust.
- Designing, implementing, and evaluating training programs to enhance employee skills and staff development, knowledge, and performance, ultimately fostering a culture of continuous learning and development.
- To be the Children in Care Lead for the school and work with appropriate multi agencies to ensure these students are not disadvantaged and thrive.
- To raise standards, challenge performance and support improvement and school effectiveness, including compliance with Ofsted, DfE requirements and wider specialist SEND good practice.
- Postholder will work closely with the Executive Headteacher, Heads of School, Lead SENCo and the Senior Leadership Team.
- To be part of the Senior Leadership Team in effectively leading and managing Queensbury School.

In addition to their professional responsibilities common to all classroom teachers, as a key leader within the school, the post-holder is expected to demonstrate consistently high standards of personal and professional conduct and be a positive ambassador for Queensbury School at all times. This is a senior post within the school and as such the post holder will be expected to make significant contributions to whole school planning and issues in addition to the principle responsibilities within the faculty areas. The post holder will model and lead across Faculties / pathways within the school to demonstrate outstanding leadership and management.

The post holder will lead a team of teachers and, if applicable, a team of support staff and will report directly to the Executive Head Teacher or relevant other member of the Senior Leadership Team.

In common with all leadership posts within the school, the post holder is expected to maintain their own teaching practice and deliver consistently good or exemplary lessons.

In summary, the professional responsibilities of the post are:

1) LEAD COMMUNICATION AND AUTISM SCHOOL IMPROVEMENT STRATEGIES

- Strategically coproduce relevant development plans to raise standards in specialist teaching delivery for our more complex learners.
- Implement and embed appropriate specialist teaching strategies with our teachers and staff for children and young people with communication difficulties, severe learning difficulties and autism.
- Staff development – Embedding a Total Communication environment within relevant classes and pathways.
- Lead and ensure staff are utilising relevant key documentation for supporting student's needs (Pupil Passports, Regulation Plans, Risk Assessments, IEP's, Occupational Therapy, Speech and Language, Educational Psychology reports).
- Ensure these documents are kept in date by relevant staff and utilised within the classroom settings to support needs.
- Ensure learning environments support student inclusion needs.
- To work with the Therapies team in management of care and the response to changes in children and young peoples' health and education needs.
- Work with the Local Authority ensuring that the school receives high quality Statutory services for its students with Education Health Care Plans.
- To adhere to professional confidentiality standards.

2) WHOLE SCHOOL CHILDREN IN CARE LEAD

Ensuring Child Welfare and Safety:

- Prioritise the safety, well-being, and development of children in care.
- Develop and implement care plans that meet the individual needs of each child.
- Ensure compliance with relevant regulations and standards (e.g., Ofsted).
- Monitor children's health, safety, and emotional well-being.

Staff Management and Supervision:

- Supervise and support staff, providing guidance and training.
- Conduct regular staff supervision and performance reviews.
- Ensure staff are equipped to deliver high-quality care.
- Address any concerns or issues raised by staff or children.

Collaboration and Communication:

- Liaise with families, social workers, and other professionals involved in the children's care.
- Attend meetings and participate in case planning and PEP meetings..
- Maintain accurate records and documentation.

- Promote positive relationships and communication with children, families, and staff.

Advocacy and Support:

- Advocate for the rights and needs of children in care.
- Ensure children's voices are heard and their wishes are considered.
- Support children in accessing services and opportunities.

3) WIDER SENIOR LEADERSHIP RESPONSIBILITIES

- To attend Senior Leadership Team meetings.
- Provide knowledgeable and innovative leadership of teaching and the curriculum.
- Ensure quality assurance requirements are consistently followed.
- Ensure full Schemes of Learning are in place sufficient to support outstanding teaching and monitor that these are being consistently applied to ensure that all students receive the same standard of education, adapted to their needs;
- Challenge staff to differentiate learning for critical groups to ensure all students make progress;
- To lead and support staff to ensure disadvantaged students are in receipt of the highest calibre education and monitoring systems are in place;
- Implement the whole school policies on marking and feedback and ensure that all feedback is timely and informative;
- Be responsible for the effective deployment of staff, and other professionals to meet the learning needs of students in the curriculum areas of Discovery & Quest;
- To lead and manage staff appraisal within Discovery & Quest.
- To contribute and manage whole school assessment (progress, achievement and outcomes) for all Discovery & Quest students.
- To manage whole school Education Health Care Plan systems for Discovery & Quest students, ensuring legal entitlements and needs are met.
- Inspire staff to improve their classroom practice through an appropriate combination of encouragement and accountability, informed by lesson observations, attainment outcomes, book scrutiny and other information.
- Maintain clear vision, purpose and high expectations of staff and students, focusing on student achievement;
- To ensure that the teaching and learning provision is such that all students make the academic progress which is reflective of their potential, closing gaps between the performances of different student groupings.
- Monitor the recording of assessment data ensuring that it is accurate, timely and complete;
- Use student progress and achievement data in a systematic way to identify under-performance and take action to address it;
- To lead a continuous cycle of self-evaluation and to provide termly reviews of progress identifying areas of strength, areas for development and strategies for improvement.
- Promote effective teamwork and motivate staff to ensure effective, professional, working relations;

- Make timely and appropriate contact with parents to discuss student progress and identify concerns;
- Participate in the recruitment of Faculty staff and provide effective induction of new staff in line with school procedures.
- Establish clear expectations and constructive working relationships within the faculty, devolving responsibilities and delegating tasks, as appropriate; evaluating progress and developing an acceptance of accountability.
- Provide an annual commentary for the Executive Head Teacher and trustees explaining attainment performance trends and setting out key learning points to inform the faculty development plan;
- Manage the available resources of space, staff, money and equipment efficiently within the limits, guidelines and procedures are laid down; including deploying Faculty budget, acting as a cost centre holder, requisitioning, organising and maintaining equipment and stock, and keeping appropriate records.
- To support and ensure that members of the faculty follow school Behaviour Policy and procedures and take responsibility for the standards of behaviour in the faculty and assist and support as problems arise;
- Attend relevant meetings and participate in training opportunities and performance development as required;
- Create an effective and stimulating environment within the faculty for teaching and learning.
- Ensure that there is a safe working and learning environment within the faculty where risks are properly assessed.

2) COLLABORATE

- Collaborate with the SLT and other Directors of Learning to raise pupil attainment across the whole school;
- Collaborate and report key priorities to associated Governance (Local Governing Body/Trust Board and central team within The Education Impact Academy Trust);
- Liaise with the Head of School/Head of Post 16 to produce reports and provide necessary information as required;
- Liaise with the Cover Supervisor to ensure appropriate arrangements for classes when staff are absent;
- Use external and internal data sources to evaluate the school's performance within the faculty against national averages and other performance benchmarks, recognising that the school aims to improve performance;
- Ensure that student data is used effectively to secure at least good progress in all subjects and to provide to all those involved in the delivery of faculty subjects the support, challenge, information and development necessary to sustain motivation and secure improvement in teaching. This includes training other staff in the Faculty to use data effectively;
- Liaise with Pastoral Leads to ensure interventions are co-ordinated and appropriate, given the students broader needs;
- Attend whole school events, as appropriate, including but not limited to, Open Evenings, Parents Evenings, Future Options evenings, Transition evenings and celebration evenings;
- Review exam entries data from the Exams Officer and ensure that it is complete and accurate and meets deadlines;

- Ensure that all entries for internal and external assessments are accurate and meet internal deadlines.
- Ensure the Faculty staff comply with the policies and procedures relating to child protection, health, safety and security, confidentiality, and data protection, reporting all concerns to an appropriate person;
- Contribute to the annual self-evaluation cycle;
- Contribute to the annual Academy's School Development Plan.
- Undertake any reasonable duty at the request and discretion of the Executive Head Teacher.
- To work strategically with the EIAT Trust and relevant leads to ensure quality assurance across all establishments to enhance standards.
- To collaborate and work with Executive Head Teachers and the Cohesion and Innovation leader for the EIAT Trust.

Monitor and report any concerns relating to:

- The pastoral care provided to students;
- The support provided for vulnerable students;
- The academic support to students in alternative curriculum Safeguarding Children & Safer Recruitment

This school is committed to safeguarding and promoting the welfare of children and young people as required under the Education Act 2002 and expects all staff and volunteers to share this commitment.

This Job Description forms part of the contract of employment of the successful applicant. The appointment is subject to the conditions of employment contained in the School Teachers' Pay and Conditions.

This school is an equal opportunities employer and positively encourages applications from suitably qualified and eligible candidates regardless of sex, race, disability, age, sexual orientation, gender reassignment, religion or belief, marital status, or pregnancy and maternity.

PERSON SPECIFICATION

Method of Assessment (MOA)

AF = Application Form I = Interview T = Test or Exercise P = Presentation

CRITERIA	ESSENTIAL	M.O.A.
EXPERIENCE (Relevant work and other experience)	1. Experience of working with young adults with special educational needs and disabilities	AF/I
	2. Expertise with students with communication difficulties, severe learning difficulties and autism	AF/I
	3. Experience of using various methods of technology to effectively engage with parents, carers and other stakeholders.	AF/I

SKILLS AND ABILITIES (E.g. Written communication skills, dealing with the public)	<ol style="list-style-type: none"> 1. A good standard of education particularly in English and Mathematics 2. Knowledge of the legal and organisational requirements for maintaining the health, safety and security of yourself and others in the learning environment 3. Knowledge of SEN Code of Practice 4. Ability to use language and other communication skills that parents/ carers and students can understand and relate to (EG Makaton) 5. Ability to establish positive relationships with parents / carers and students and empathise with their needs 6. Ability to demonstrate active listening skills 7. Ability to provide levels of individual attention, reassurance and help to parents / carers with tasks as appropriate to students' needs. 8. Ability to monitor the parents/ carers response to engagement activities and, where appropriate, modify or adapt the activities as agreed with the parents/ carers and other stakeholders to achieve the intended learning outcomes for students. 9. Ability to offer constructive feedback to parents/ carers, students and other stakeholders. 10. Ability to work effectively and supportively as a member of the college team 11. Ability to work within and apply all college policies e.g. Behaviour Management, Safeguarding, Health and Safety, Equal Opportunities 	AF/I AF/I AF/I AF/I AF/I AF/I AF/I AF/I AF/I AF/I AF/I
TRAINING	<ol style="list-style-type: none"> 1. Competency based training for the role will be provided with regular reviews and updates 2. Willingness to participate in further training and developmental opportunities offered by the school, to further knowledge 	AF/I AF/I
OTHER	<ol style="list-style-type: none"> 1. Full clean driving licence and willingness to drive for network meetings. 2. Willingness to maintain confidentiality on all college matters 3. A flexible and positive attitude 4. Competent and organised 5. Patient 6. Enjoy working with young people 	AF/I AF/I AF/I AF/I AF/I
SAFEGUARDING	<ol style="list-style-type: none"> 1. Enhanced DBS is essential 2. This post is covered by Part 7 of the Immigration Act (2016) and therefore the ability to speak fluent English is an essential requirement of the role 	AF/I AF/I