

*Queensbury School is committed to the Safeguarding and Welfare of children and young people and expects all staff and volunteers to share this commitment*

## **JOB DESCRIPTION**

**JOB TITLE:**            **INCLUSION AND BARRIERS TO LEARNING LEAD**

**GRADE:**                MPS/UPS + 1 SEN + TLR 2.2

Teaching Commitment:

Minimum of 60% classroom teaching, maintaining consistently high-quality teaching practice alongside leadership responsibilities.

Responsible for:

Strategic inclusion and barrier removal, SEND Tribunal coordination and representation, Looked After Children (Designated Teacher role), and Work Experience across KS3, KS4 and KS5.

### **1.0 JOB PURPOSE:**

- 1.1 The Inclusion and Barriers to Learning Lead provides strategic middle leadership while maintaining high-quality classroom practice.
- 1.2 The postholder leads the identification and removal of barriers to learning, ensures equitable access to education, and represents the school in SEND Tribunals through robust written and oral evidence.
- 1.3 The role strengthens leadership capacity in a growing and overcrowded school while retaining direct impact on pupils through teaching.

### **2.0 DUTIES AND RESPONSIBILITIES:**

Teaching & Learning

- 2.1 Maintain a minimum of 60% classroom teaching, modelling high-quality, inclusive teaching practice.
- 2.2 Ensure teaching practice reflects pupils' identified needs, supports progress and removes barriers to learning.
- 2.3 Use assessment and classroom evidence to inform both individual practice and whole-school inclusion strategies.
- 2.4 Contribute to the development of teaching practice across the school through professional dialogue and example.

## **Strategic Inclusion & Barriers to Learning**

- 3.1 Lead the identification, analysis and removal of systemic, cohort-specific and individual barriers to learning, ensuring pupils can access an efficient and appropriate education.
- 3.2 Work with senior leaders, middle leaders and staff teams to implement evidence-based inclusive strategies aligned with the SEND Code of Practice.
- 3.3 Monitor and evaluate the impact of inclusion approaches and adjust practice where barriers persist.
- 3.4 Contribute to whole-school self-evaluation and improvement planning in relation to inclusion and vulnerable learners.

## **SEND Tribunals & Legal Processes**

- 4.1 Act as the school's designated lead for SEND Tribunal cases, coordinating responses within statutory timescales.
- 4.2 Prepare, quality-assure and submit formal school witness statements, written evidence and supporting documentation that accurately reflect provision, capacity, resources and impact.
- 4.3 Attend SEND Tribunal hearings as required, presenting clear, factual and professional oral evidence on behalf of the school.
- 4.4 Work with the Local Authority, legal representatives and internal colleagues to ensure tribunal responses are consistent, defensible and evidence-based.
- 4.5 Analyse tribunal trends to inform strategic planning, capacity management and risk mitigation, including issues arising from overcrowding.

## **Looked After Children (Statutory Responsibility)**

- 5.1 Fulfil the statutory role of Designated Teacher for Looked After Children, ensuring that barriers to learning, engagement and participation are identified and addressed.
- 5.2 Oversee the quality and implementation of Personal Education Plans (PEPs), ensuring alignment with EHCP provision and inclusion priorities.
- 5.3 Work collaboratively with Virtual School Heads, social workers, carers and staff to support improved outcomes for Looked After Children.

## **Work Experience & Preparation for Adulthood**

- 6.1 Lead the coordination and development of work experience provision for KS3, KS4 and KS5 pupils, ensuring inclusive access.
- 6.2 Ensure placements are planned, personalised and risk-assessed, taking account of pupils' needs and potential barriers.
- 6.3 Work with staff, families, employers and external agencies to strengthen preparation for adulthood outcomes, including employability and independence.

- 6.4 Monitor participation and impact, using evaluative evidence to improve provision.

### **Leadership, Collaboration & Accountability**

- 7.1 Provide professional guidance to staff on inclusion, barrier removal and tribunal-related evidence.
- 7.2 Contribute to leadership discussions on school capacity, admissions pressures and efficient education.
- 7.3 Ensure all work aligns with statutory guidance, Trust policies and professional standards.
- 7.4 Exercise delegated authority as appropriate, escalating risk or significant issues in a timely manner.
- 8.1 To adhere to the ethos of the school:
- 8.2 To promote the agreed vision and aims of the school.
- 8.3 To set an example of personal integrity and professionalism.
- 8.4 Attendance at appropriate staff meetings and Parents' Evenings.
- 8.5 Identify concerns regarding pupil welfare and report appropriately
- 8.6 Any other duties as commensurate within the grade in order to ensure the smooth running of the school.
- 8.7 Any other duties as designated by the Senior Leadership Team.

### **OBSERVANCE OF THE SCHOOL'S**

### **EQUAL OPPORTUNITIES POLICY WILL BE REQUIRED**