



Job Description

JOB TITLE	Inclusion Centre Lead Teacher
JOB FAMILY	SEND
PHASE	Primary
HOURS	37 hours per week, 52 weeks pa Involves the minimum 60% Teaching Commitment
REPORTING TO	Executive Headteacher, Head of School, Assistant Headteacher for Inclusion and SENCO
RESPONSIBLE FOR	Teachers, and teaching assistants in the Inclusion Centre.

Job Purpose

- To lead the direction and oversight of high standards of pupil behaviour through effective group and individual support within the context of the Inclusion Centre for EYFS, Key Stage 1 and 2.
- To lead and define a clear process for pupils to engage with their curriculum and reflective practices around their behaviour and well-being.
- Responsible for evaluating strategies utilised within the Inclusion Centre and that those which are effective are fed into the mainstream school ethos to support pupil progress when accessing the mainstream provision.
- Responsible for other staff who work directly in the Inclusion Centre, including other teachers, teaching assistants or external agency staff (e.g. speech and language therapists, visual impairment team, hearing impairment team) when using the Inclusion Centre.

Duties and Responsibilities

Strategic direction and development:

- Support the vision, ethos and policies of the academy which secure effective and successful learning and promote high levels of achievement and self-esteem for all pupils irrespective of background, ethnicity or disability.
- Develop and manage a referral system for the Inclusion Centre, ensuring that interventions are timely and managed effectively.



- Work closely with staff, pupils and their families to ensure that any provision addresses appropriate need. This includes ensuring that the ordinarily available provision is fully utilised.
- Lead and manage the Inclusion Centre, evaluate the effectiveness of it and analyse its impact on pupils who have accessed it. This will include leading the curriculum within the Inclusion Centre, ensuring pupils have access to a broad and balanced curriculum which is suitable for their needs.
- Ensure the effective and proficient use of pupil data using the academy's assessment policy to raise achievement
- Raise standards of individual pupil achievement and ensure that good attainment is maintained, support good behaviour, their well-being and develop good social skills
- Ensure that parents are well informed about the curriculum, targets, individual pupils' progress and achievement.
- Develop and maintain good relationships with parents, outside agencies and the local community.

Recording and assessment

- Set targets for raising achievement among pupils accessing the Inclusion Centre.
- Collect and interpret specialist assessment data; including behaviour.
- Set up systems for identifying, assessing and reviewing the needs of children accessing the Inclusion Centre.
- Update the Head of School/SENCo and governing body on the effectiveness of provision for pupils.
- Develop understanding of individual learning needs and the importance of raising achievement among pupils.
- Attend appropriate meetings and keep parents informed about their child's progress.



Leadership Under the guidance of the Assistant Headteacher of Inclusion

- Lead and manage the Inclusion Centre and key members of staff.
- Lead and manage the annual review process for the pupils in the Inclusion Centre, liaising with the Assistant Head of Inclusion.
- Provide and undertake training opportunities for a range of staff at the Academy.
- Disseminate good practice across the school and the Academy.

Working with colleagues and other relevant professionals

- Communicate effectively with other staff members and pupils, and with parents and carers alongside the class teacher.
- Take the lead with outside agency support to ensure a co-ordinated response to provision needed for pupils in the Inclusion Centre, liaising with the Assistant Head of Inclusion.
- Communicate their knowledge and understanding of pupils to other school staff and education, health and social care professionals, so that informed decision making can take place on intervention and provision, including a different specialised placement if needed.
- Develop effective professional relationships with colleagues.

Whole-school organisation, strategy and development

- Contribute to the development, implementation and evaluation of the school's policies, practices and procedures, so as to support the school's values and vision.
- Make a positive contribution to the wider life and ethos of the school.
- Ensure that pupils work together positively and co-operatively, with good behaviour in line with the school's policy and procedures.
- Encourage and promote the social and emotional development of pupils.

Professional development

- Help keep their own knowledge and understanding relevant and up-to-date by reflecting on their own practice, liaising with school leaders, and identifying relevant professional development to improve personal effectiveness.
- Take opportunities to build the appropriate skills, qualifications, and/or experience needed for the role, with support from the school.
- Take part in the school's appraisal procedures.

- Attend meetings and training sessions as required.

Personal and professional conduct

- Uphold public trust in the education profession and maintain high standards of ethics and behaviour, within and outside school.
- Have proper and professional regard for the ethos, policies and practices of the school, and maintain high standards of attendance and punctuality.
- Demonstrate positive attitudes, values and behaviours to develop and sustain effective relationships with the school community.
- Respect individual differences and cultural diversity.

Other Areas of Responsibility

Generic Duties relevant to all members of Staff

The Trust

- The ethos of our Trust is “Transforming Life Chances”. All staff are expected to be committed to this aim in everything they do.
- It is expected that all staff work collaboratively as members of the Trust to share good practice, resources and ideas and realise the Trust’s visions and aims. All staff should act with professional integrity at all times, following the “Code of Conduct”.
- You will be based at Penbridge Infant and Nursery School. However, you may be asked to work at any of the other academies within the Trust or partner schools and you should expect to travel between sites as required.

Teaching and Learning

- This is our core business and therefore it is an absolute priority. You are expected to support all teaching staff, irrespective of seniority, to ensure they concentrate on



the core business. This may mean undertaking tasks outside of your area of responsibility where required.

- It is expected that all teaching and support staff follow the ICT Vision of the Trust.
- All staff will be expected to utilise ICT and to improve communication and reduce paper use. Security procedures must be followed when using ICT systems.
- All staff are expected to follow (and ensure students follow) the procedures as laid out in the Trust's Acceptable Use Policy. Staff are also expected to ensure that they follow Trust policies with regard to professional conduct when using ICT systems or Trust ICT equipment.

Health and Safety

- Employees are required to work in compliance with the Academy's Health & Safety Policies and under the Health and Safety At Work Act 1974 (as amended), ensuring the safety of all parties they come into contact with, such as members of the public, in premises or sites controlled by the Trust.
- In order to ensure compliance, procedures should be observed at all times under the provision of safe systems of work through safe and health environments, including information, training and supervision necessary to accomplish those goals.

Safeguarding

- The Thinking Schools Academy Trust is committed to safeguarding and promoting the welfare of children and young people and all staff must ensure that the highest priority is given to following the guidance and regulations to safeguard children and young people. All staff are to have due regard for safeguarding and promoting the welfare of children and young people and to follow the child protection procedures adopted by the Thinking Schools Academy Trust. Any safeguarding or child protection issues **must** be acted upon immediately by informing the Designated Safeguarding Lead.



Data Protection

- The Thinking Schools Academy Trust takes the responsibility of protecting and securing the data of Pupils, Staff, Parents and all associated individuals very seriously. The Trust requires all staff to complete data protection training and to adhere to its Data protection policies and procedures. All staff must ensure that if they suspect a data breach they must inform the Trust Data Protection officer immediately.

This job description forms part of the contract of employment of the person appointed to the post. The duties, responsibilities and accountabilities highlighted in this job description are indicative and may vary over time at the discretion of the Trust. This job description will be reviewed annually and is an integral part of the Appraisal and line management process.

The duties and responsibilities in this job description are not restrictive and the post-holder may be required to undertake any other duties that may be required from time to time. Any such duties should not however substantially change the general character of the post.

I understand and agree to the job description of Inclusion Centre Lead Teacher and Manager

Name:.....

Signed:

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Date: