

St Alban's Catholic Primary School

Inclusion Co-ordinator and PPA Teacher



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| Post | Inclusion Coordinator/PPA Teacher |
| Responsible to | Headteacher/Deputy Head |
| Hours: | 0.88 |
| Salary: | Main Scale/Upper Pay Scale + SEN Point (<i>Pro-rata</i>) |

Job Purpose: To assist in the promotion, direction, and oversight of the high standards of teaching and learning, pupil achievement and progressions through effective inclusion of pupils with Additional Needs.

Responsible for: The post holder will be responsible for Inclusion Staff- Pastoral Manager, Teaching Assistants, and other school staff as appropriate as well as close liaison with outside agencies.

In the context of this job description pupils with additional needs are deemed to include:

- Pupils on the Special Needs Register,
- Pupils with identified specific learning difficulties
- Pupils with identified behavioural problems
- Looked After Pupils
- Pupils on the Child Protection register
- Pupils with additional pastoral needs
- Pupils whose first language is other than English
- Pupils belonging to ethnic minorities
- Pupils of Romany, Gypsy, or Traveller families
- Pupils who the SENCO considers have previously received an inadequate or compromised education
- Pupils who are returning to school

Duties

Duties outlined in the job description are in addition to those covered by the latest School Teachers' Pay and Conditions Document. It may be modified by the Headteacher, after discussion with the postholder, to reflect or anticipate changes in the job, commensurate with the salary and job title.

Main Responsibilities

A) Strategic Direction and Development of Provision:

- To have a strategic view for all SEND pupils.
- To analyse data and other information planning for the future needs of the school.
- To lead by example, consistently exemplifying the vision, aims and ethos of the school and ensuring that others within the school follow that example.
- To work with other members of the Senior Management Team providing strategic direction and leadership.
- Effectively use school-based ICT systems to ensure the effective and proficient use of pupil data.
- Oversee the daily management of the school's inclusive provision.
- Ensuring that all staff are working towards the aims, goals, and targets of the school, supporting, and challenging them to meet the school's vision.

B) Leading and managing staff:

- To lead, motivate, support, challenge and develop staff to secure high standards of work and continual improvement.
- To induct and line manage the team of Teaching Assistants

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- To contribute to the induction and mentoring of student, trainee, NQT and early career teachers.
- To undertake significant Continual Professional Development, leading staff by example.
- To take a lead role in the school's Performance Management cycle.
- To work in partnership with other members of the Senior Management Team and leadership teams to monitor the quality of teaching and learning for SEND pupils.

C) Working with children:

- To be fully aware of pupils on the SEN and Vulnerable Pupil Registers, helping to ensure that their needs are met.
- To have a high profile amongst the children throughout the school, taking an active interest in their learning, activities, behaviour, and development.
- To take a lead role in managing the school's inclusion and behaviour policies, dealing with issues as they arise, liaising with relevant members of staff and feeding back outcomes to the Senior Leadership Team.
- To take a lead role in all aspects of Safeguarding children and child protection, liaising with the Child Protection officer, attending case conferences and LAC Reviews as appropriate.
- To ensure that own Safeguarding and Child Protection training is up to date.
- To assist the Headteacher in monitoring and updating the Safeguarding training of all staff.

D) Working with parents:

- To be a point of contact for parents, dealing with queries and concerns and dealing with issues relating to discipline and pupil behaviour.
- To work in partnership with parents, attend meetings, and run workshops, encouraging parental participation in the life of the school.
- To maintain a high profile amongst parents.

E) Working with school partners:

- To work with, and be accountable to the SLT, to develop the work of the school.
- To work with other professionals and partners in the community to promote the good name of the school, contributing to positive outcomes for all children through developing and maintaining strong partnerships.
- Efficient and effective deployment of staff and resources and other management responsibilities:
- To manage a budget for SEN, and other areas of management responsibility.

F) Teaching and Learning

- To teach classes/Interventions as required.
- To teach children with Additional Needs.
- Work with all staff to secure and sustain the highest expectations of teaching and learning throughout the school, contributing to a positive ethos for learning.
- Monitor and evaluate the quality of teaching and achievement for all SEND pupils, using benchmarking and setting targets for improvement.
- To provide INSET and in-house training for teachers and other staff.

G) Recording and Assessment

- To undertake assessments of children with Additional Needs.
- Set targets for raising achievement of pupils with Additional Needs
- Collect and analyse assessment data and information gained to shape interventions

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- Set up efficient systems for identifying, assessing and reviewing pupils with Additional Needs
- Monitor extra-curricular involvement of SEND pupils.
- Update the Governing Body on the effectiveness of provision

H) Accountability:

- To support the Headteacher and Deputy Headteacher in accounting for the efficiency and effectiveness of the school to all relevant stakeholders, e.g. the governors, the LA, OFSTED, SEF and other documentation as appropriate.
- To attend meetings, representing the Headteacher, as required, disseminating, and feeding back information as appropriate.
- To work in partnership with the governors to ensure that the work of the school complies fully with all legal requirements and school policies.
- To help develop, support and implement School Policies and Procedures, e.g. Equal Opportunities, Health and Safety, behaviour, discipline, bullying etc., taking particular responsibility for developing and implementing policies which lie within the delegated roles

I) Additional Roles and Responsibilities:

- To undertake additional roles and responsibilities as directed by the Headteacher.
- To play a full part in the life of the school community and support its Catholic ethos.
- To follow and actively promote the school's policies.
- To comply with health and safety policy and undertake risk assessments as appropriate.
- To actively pursue own personal and professional development.
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This job description will be reviewed annually and may be amended according to changing requirements



PERSON SPECIFICATION- Inclusion Coordinator/PPA Teacher

| Specification | Essential | Desirable |
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| Qualifications | <ul style="list-style-type: none"> • Qualified Teacher Status • Evidence of ongoing professional development | <ul style="list-style-type: none"> • Further specialist qualifications in key areas linked to the children with Additional Needs ie: SEN Award |
| Experience | <ul style="list-style-type: none"> • Recent and relevant teaching experience (at least 5 years). • Recent experience of assessment and tracking of pupil progress. • Experience of organising and delivering staff development training. • Experience of leading and managing a team • Proven experience of teaching children with diverse learning needs. • Demonstrable success in working collaboratively with parents, colleagues, governors, and the local community. • Experience in liaison with a range of outside agencies and extended services. | <ul style="list-style-type: none"> • Teaching experience and or advisory experience in more than one organisation. |
| Knowledge, skills and abilities | <ul style="list-style-type: none"> • Be a good class teacher. • Good understanding of intervention programmes and strategies- especially in Literacy, Numeracy and Behaviour Management. • Good understanding of the SEN code of Practice, Current Inclusive practice, equal opportunities and disability discrimination legislation. • Ability to communicate effectively both orally and in writing, including using ICT. • Excellent interpersonal skills. • Excellent organisational skills. • Knowledge of issues surrounding Child Protection and the care of Looked After Children. • Demonstrable commitment to equality of opportunity and inclusive practices. • Ability to use data effectively in setting targets. | <ul style="list-style-type: none"> • Experience of inter-agency work. |
| Personal Qualities | <ul style="list-style-type: none"> • The ability to motivate, manage and inspire children and staff to strive for excellence. | |



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| | <ul style="list-style-type: none">• A commitment to the ethos of the school as a partnership of children, parents, staff and the community. | |
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