

Job Description: Inclusion Lead (2 days teaching)

Responsible to: Headteacher

Job Description

Leading specific and additional teaching and learning throughout the school – SENCO, Inclusion and Nurture.

Job Purpose

Lead and develop teaching and learning ensuring equity for all groups of pupils

General Duties

- To be responsible for the education and pastoral needs of pupils in accordance with the contractual obligations of the current 'School Teachers' Pay and Conditions Document' (see class teacher job description).
- Assume an active role on the SLT.
- Lead, develop and enhance teaching practices of others.
- Lead, develop and manage inclusive practice throughout the school.
- Contribute to safeguarding procedure and practice at the school.
- Closely scrutinise and monitor the progress of SEND pupils.
- To have due regard to the requirements of the National Curriculum and the National Standards for Teachers and SENCO.
- Manage and evaluate the outcomes of intervention programmes and support children with Special Educational Needs.
- Fulfil the statutory requirements in regard to the SEND Code of Practice, Equal Opportunities, Disabled and Discrimination.
- To lead in the promotion of a professional atmosphere where everyone has a sense of belonging within the school
- To take responsibility for leadership of Inclusion: SEND, Nurture and behaviour.
- To take the lead in preparing appropriate CPD to support all staff and improve outcomes.

Strategic Development

- To contribute to the discussion of the school's aims and policies and participate in the implementation of policies, plans, targets and practices.
- To play a role in ensuring that school policies and practices are adhered to.
- In partnership with the leadership team, monitor and evaluate the quality of teaching and learning.
- Help others to evaluate the impact of teaching on pupil progress.
- Ensure continuity and progression through the analysis of pupil performance data, the assessment of progress and support for teachers with target setting.

- Work with other SENDCos in school and within OLA to ensure coherence and consistency in curriculum progression for pupils who face disadvantage in any way.
- With the senior leadership team, monitor and evaluate progress made, with priorities and supporting actions, in the school development plan.

Teaching and Learning

- To secure and sustain effective teaching for individuals, groups and classes.
- To be an excellent practitioner who knows and understands how pupils learn.
- To be an exemplar of high-quality teaching and learning so that others are inspired and motivated.
- To offer support and guidance to assist collaborative planning, especially with regard to SEND and disadvantaged pupils.
- Support staff in identifying groups of underperforming children.

Leading and Managing Staff

- To lead, manage and work collaboratively with pupils and, as appropriate, with other adults and colleagues.
- To oversee and lead the SEND team.
- Responsible for the induction of LSA's into the school.
- Monitor the INSET needs of colleagues in the school in relation to SEND and disadvantage and in collaboration with the senior leadership team, ensure that they are met.
- Organise and lead school-based INSET as appropriate.
- Act as team leader for performance management in line with policy and procedure.
- Manage specific groups of LSA's
- Be a performance management appraiser.
- Represent the school at meetings internally and externally.
- Liaise effectively with all outside agencies.

Deployment of staff and resources

- To develop, monitor and control resources within the school.
- Establish resource needs for the school and advise the Headteacher and senior leadership team of priorities for expenditure and allocate resources effectively – in terms of inclusion.
- Deploy support staff effectively and take a line management role, where appropriate, with all academic support staff.
- Oversee the spending/allocation of SEND budget.

Safeguarding

- To be a Deputy Designated Safeguarding Lead
- To support the leadership team in developing effective behaviour management systems at the school.

PERSON SPECIFICATION

Essential

- Qualified Teacher Status
- SENDCO qualified
- Experience of working with children/young people with SEND and/or short-term difficulties (e.g. behavioural difficulties, mental health, physical disabilities).
- Experience of leading a team to improve performance
- A proven track record of leading initiatives
- Experience planning and delivering targeted interventions
- Evidence of leading Teaching and Learning from groups, in particular SEND and Disadvantaged pupils
- Experience of collaborating with external colleagues and agencies
- An outstanding classroom practitioner
- Successful experience of monitoring, evaluating and improving the quality of teaching and learning
- Understanding of health and wellbeing, safety and child protection

Desirable

- Evidence of level systems to understand progress and outcomes more effectively
- Proficient with school online systems: Arbor, CPOMS
- Knowledge of external agencies in the local area who may be called on

Personal Qualities and Attributes

- To model the school's vision and values
- To be creative, warm, engaging and transparent
- Excellent interpersonal skills
- Adaptable, approachable, calm and self-motivated
- Able to quickly engage and build appropriate relationships with children
- To have high levels of emotional literacy
- To be dependable and reliable
- To be an effective team member and a model of professionalism
- To be flexible, able to respond to changes and think on your feet.