



JOB DESCRIPTION

Title:	Inclusion Lead and Assistant SENDCo
Grade:	TPLTSS7
Academy:	TKASA
Last evaluated:	March 2023

Main purpose of the role

To work closely with the SENDCo acting as a responsible adult and oversee the day to day running of the Learning Support Room and overseeing SEMH interventions across all Key Stages.

The post holder will be responsible for the Line Management of a team of LSAs and also the Alternative Provision Lead in our Pathfinders Centre.

Main Duties and Responsibilities:

1. To deputise for the SENDCo in their absence.
2. To hold meetings with parents and professions including SEN reviews, EHCP reviews, multi-professional meetings; with SEN teams, social workers and other outside agencies.
3. To line manage a team of identified LSAs including those who run SEMH interventions.
4. To oversee the provision of LAC/PLAC students, removing barriers to them accessing learning and ensuring appropriate support and provision is in place though attending PEP meetings.
5. To effectively identify and plan for individuals who need additional support with regard their emotional needs.
6. To support in carrying out and analysing diagnostic assessments and sharing with key staff.
7. To oversee the planning, implementing and evaluation our KS3 alternative provision being a key point of contact for parents and carers.
8. To support the enhanced transition package for students with SEN both into and out of TKASA, transitioning into year 7 and leaving year 11.
9. To engage in conversations with HoYs and CLs to gain a greater understanding of individual student needs and ensuring information is shared.
10. To liaise on a daily basis with teaching staff, pastoral staff and the SENDCo on the progress of the key students.
11. To be the appropriate member of staff in learning support to liaise with parents and carers of the key students and to inform teaching staff of curriculum requirements.
12. To ensure that teaching resources are available and managed in an orderly manner – the learning support centre is kept tidy, well-resourced and conducive to a high quality, learning environment.

13. Ensure all students accessing learning support collate work from mainstream teachers and return it to them for assessing and marking.

Creativity & Innovation

- Further develop policies and procedures of the use of the learning support area
- Develop a referral system for students to access the learning support base
- Feed into assess, plan do, review paperwork termly.
- Create processes for monitoring progress of pathfinder provision through assess plan do review
- Support in the overseeing the development of pathfinder provision.

Contacts & relationships

- *Contact with parents to ensure that parents are kept regularly updated*
- *Contact with professionals from outside agencies to support the provision of all young people.*
- *Build relationships with some of our most challenging students and their parents.*
- *Liaise with colleagues in school, HOY's, HOD's, pastoral team.*
- *Contact other schools for information and support where necessary.*

Decision making and consequences

- Support in the overseeing the development of pathfinder provision.
- Make decisions on a daily basis on what a students needs to access learning.
- Attend PEP meetings to discuss allocation of LAC/CLA funding
- Make decisions on students timetables
- Make decisions on staff allocation if needed to cover staff absence
- Make decisions on what staff might need support with
- Make decision on what support can be offered to young people
-

Resources

- Manage the base in learning support
- Relevant resources are sources based on individual needs.
- Plan and manage LAC funding from LA through PEP meetings
- Manage and co-ordinate room bookings within the learning support base.

Line management/supervisory duties and responsibilities

The post holder will line manage identified LSAs, support to lean room leader and KS3 alternative provision lead (to include number of staff and whether they are in same department, or number of departments)

Safeguarding responsibilities

This role works directly with students and is therefore classed as regulated activity. Details of our Child Protection & Safeguarding Policy can be found on iTrent and is available on request.

Be committed to safeguarding and promoting the welfare of children and young people.

Work Demands

Able to work to strict deadlines but also be flexible to deal with changing priorities and unforeseen circumstances which could be lengthy to resolve.

Physical Demands

Normal physical effort required.

Working Conditions

Role is office and classroom based but may include visiting schools within the Trust for training, CPD and

May involve dealing with challenging situations which can require conflict resolution and dealing with emotive situations.

Expectations of Jobholder

Be aware of and comply with all Trust policies as well as individual academy policies and procedures.

Contribute to the management of student behaviour and security.

Ensure effective quality control and continuous improvement in all aspects of the work and responsibilities attached to this post.

Demonstrate professionalism towards sensitive and confidential information.

Commit to professional self-development, through participation in training, to include any necessary health and training and annual safeguarding training.

Support the Trust's sustainability ambitions to reduce our carbon footprint and to act as responsible global citizens by reducing energy consumption and waste production at our schools.

Undertake such other duties as are commensurate with the grade of the post.

This job description only contains the main duties relating to this post and does not describe in detail the tasks required to carry them out. This job description may be amended at any time following discussion between the line manager and member of staff and may be reviewed annually.

Skills/Qualifications

Please refer to the Person Specification for full details. Please note all original qualification certificates will need to be presented on the day of interview for verification and production of these certificates forms part of the conditional offer checks.

Person Specification

Job Title: Inclusion Lead and Assistant SENDCo

Assessment criteria	Essential	Desirable
Qualifications	Literacy and numeracy equivalent to GCSE at grade A*- Cor level 2 national framework.	SENDCO qualification Understanding SEMH needs Safeguarding qualifications other relevant to associated qualification Working towards HLTA or foundation degree
Experience	Previous experience of working to support students in a secondary school environment. Specific areas of expertise in supported learning.	Experience of working at whole school level 3 years or more experience working to support students in a secondary school environment.
Skills	Competent ICT skills Excellent and effective communication skills. Good record keeping skills. Have the ability to work flexibly within a team and motivate students. Ability to work with a wide range of people across the school and from external Reliability, motivational and resilience under pressure.	Knowledge of subject specific software Sound knowledge of SEN code of practice Data analysis skills and the ability to use data to inform provision planning.
Knowledge	Sound understanding of: - Every child matter - SEN code of practice - Child protection - AEN code of practice Specific areas of understanding children who display challenging behaviour. Specific areas of curriculum/pastoral expertise which they are prepared to develop while in post.	Understand young people with specific identified needs Understanding of young people that display challenging behaviours

<p>Personal competencies, qualities, attitude and behaviours</p>	<p>Motivation to work with children and young people.</p> <p>Ability to form and maintain appropriate relationships and personal boundaries with children and young people.</p> <p>Emotional resilience in working with challenging behaviours.</p> <p>Positive attitude to use of authority and maintaining discipline.</p>	<p>Occasional attendance ay events beyond school hours by agreement</p>
<p>Equality</p>	<p>An understanding, acceptance and commitment to the fundamental principles of an equal opportunities.</p> <p>To work in a way that promotes equality of opportunity and respect for diversity.</p>	
<p>Safeguarding</p>	<p>Evidence of a commitment to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.</p> <p>To work in a way that promote the safety and well-being of children and young people.</p>	