



JOB DESCRIPTION AND PERSON SPECIFICATION

Inclusion Leader

Post title:	Inclusion leader
Responsible to:	Head Teacher and Governing Body
Grade and salary:	L1 to L6 Leadership Scale, (dependent on experience)
Hours:	Fulltime, non-class based

OVERVIEW

This is an exciting opportunity to join our Senior Leadership team. Our provision for SEND is outstanding. However, we also want to ensure that our practice is equally as exemplary, securing outstanding outcomes for all our children especially those with; special educational needs and disabilities (SEND), children who struggle with mental health and wellbeing, children for whom English is an Additional Language and for those who are Pupil Premium.

We are looking for a passionate, innovative and ambitious leader to inspire our talented team's practice and pedagogy and contribute to local and national initiatives.

You must be:

- a qualified and experienced SEND leader (NaSENCO qualification or equivalent)
- Have the skills and knowledge to take this next step in your leadership journey

Your performance will be managed and training provided by the Head Teacher

MAIN PURPOSE OF THE ROLE

Leadership and management of SEND provision / EAL / PP / Mental Health, including;

- Developing and articulating and delivering a short, medium and long term strategic ambitious vision;
- Further developing curriculum schemes of work to support adaptive practice; including a focus on assessment and interventions to secure outstanding outcomes for all children
- Review, Adapt, model best practice and to ensure consistent delivery of agreed policies and practice;
- Supporting teachers and learning support assistants to develop and improve their provision, including induction, mentoring, coaching, training, modelling and feedback;
- Ensuring that all children are provided with an excellent Quality First Education and that "whatever it takes" is done for those who need additional support to close the gap to their non disadvantaged peers nationally;
- Ensuring effective implementation and evidence-based evaluation of the School Improvement plan to ensure continued improvement and a relentless and ambitious drive for excellence and equality for all;
- Ensuring the school achieves its aims that all children are safe, are life long learners and have the excellent social and emotional skills and leadership needed thrive, achieve and succeed.
- Ensuring that current national and international evidence-based research is continues to enhance practice

RESPONSIBILITIES

Strategic development

To work as part of the School's Senior leadership, alongside the Head Teacher to:

- Co-create a vision for the outstanding future of our school

- Develop the outstanding and innovative vision for SEND / EAL/ PP and Mental wellbeing across the curriculum
- Develop / support policies and ensure the implementation of best practice
- To ensure effective staff delegation and allocation of resources and funding to achieve the vision
- Monitor progress towards vision achievement and against School Improvement priorities
- To communicate, model and lead our vision across the School
- To ensure that all children make outstanding progress from their start points across their journey with us
- To ensure that all children are enabled to “keep up and not catch up” in all curricular areas
- To provide opportunities for all to explore, nurture and develop their talents within and beyond school
- To use current educational research nationally and internationally to underpin effective practice used in school
- To maximise the engagement of parents providing support, training and signposting
- To ensure effective and timely communication with parents at **all** points along their child’s journey
- Review, evaluate and provide effective leadership through the evidence-based approaches using a wide range of qualitative and quantitative data to secure outstanding outcomes for all
- Contribute to and support the evaluation of the effectiveness of school policies and practice, analysing the impact on the children you are responsible for.
- Independently stay informed about recent legislation, regional, local and national policies, research evidence and pedagogy to ensure best practice.

Ethos

To contribute to the promotion of a positive ethos, by:

- valuing and respect every learner, child and adult
- Striving for the very best opportunities and provision for **all** our children so they not just achieve but thrive
- Embodying the mantra that “Every child has Genius” in all you do
- having a clear understanding of equal opportunities
- encouraging development of self-leadership with staff and children
- helping to maintain high morale and confidence across all staff
- setting an example of high standards
- helping to further develop the already outstanding inclusive agenda
- To work in partnership with parents to ensure the best outcomes for all
- Establish and maintain the trust and confidentiality of all stakeholders

Monitoring and Assessment

- Co-ordinate assessment results and target setting for SEND, EAL and PP children alongside Senior Leaders acting as an advocate for these children
- Ensure provision maps are up to date, regularly reviewed and amended to meet the needs of each child
- Ensure that all EHCPs are monitored and evaluated regularly to demonstrate impact and secure success
- Regularly review, monitor, adjust and set interventions to ensure individual targets are met / exceeded
- Ensure robust systems are in place for identification, assessment and reviewing children with SEND
- Meet with the Head Teacher regularly to review performance, discuss individual children and communicate new information or feedback to further improve outcomes for all
- Report to the Governing body on SEND, EAL and PP progress and achievement
- Ensuring recording and storing of information complies with data protection and GDPR.

Teaching, Learning, Curriculum and Standards

Leadership of key groups across the School, including:

- Consistently model high expectations for all children to succeed
- Lead effective, timely and targeted provision across the primary range
- Further developing curricular schemes of work to ensure adaptation, provision and resources allow every child to succeed and “keep up not catch up”
- Monitor the quality of teaching and learning, including planning to ensure that every child is able to thrive and succeed
- Identify, adapt or adopt the most effective teaching and learning approaches for our EAL / PP and SEND children
- Review, adapt or amend assessments and interventions to ensure every child can achieve
- Lead, collate, submit, monitor, analyse and evaluate Education Health and Care Plans (EHCPs)
- Ensure the delivery and continual improvement of our curricular provision ensuring effective challenge and support leading to outstanding progress for all.
- Ensure effective leadership, coaching and mentoring support for all staff

<ul style="list-style-type: none"> • Ensure equality of opportunity for all • Modelling excellent planning, teaching, assessment and organisation for all staff. • Work closely across the trust and city to further develop provision, policy and practice
Leading and Managing Staff
<p>Leading others to develop SEND provision by:</p> <ul style="list-style-type: none"> • Write, develop and deliver staff training, including INSET sessions. • provide excellent induction, support, mentoring and coaching for new and experienced teachers, evaluating provision that leads to outstanding outcomes for all. • preparing for, attending and contributing to structured and impactful meetings which ensure productive and effective communication, monitoring and decision-making where appropriate. • Support other Senior Leaders to monitor the continuing professional development programme for all staff to ensure equality of opportunity, with targeted development activities which promote school priorities. • Lead and provide effective line management for all Learning Support Assistants including carrying out appraisals where appropriate under the guidance of the Head Teacher.
Communication and Partnership
<p>To support the School by:</p> <ul style="list-style-type: none"> • Support and develop effective professional and impactful dialogue within the School and across the Trust and City. • Positively engage and build constructive relationships with all staff, external agencies and professionals across the trust and wider city network. • Contribute to effective strategies to promote the engagement of the whole School community. • Report to the Head Teacher, Senior Leaders, Governors, Parents, Trust and Local authority as appropriate. • Provide effective and timely referrals and sign posting in co-production with parents • Signposting parents to services, agencies, events and research to help them further support their children
Behaviour and Welfare
<ul style="list-style-type: none"> • To promote the safety and well-being of all children and staff. • To be aware of, understand and undertake the duties and responsibilities arising from the Children’s Act 2004 and Working Together in relation to child protection and safeguarding children, young people and vulnerable adults as it relates to this role. • To fulfil the Deputy Designated Safeguarding roles and responsibilities effectively
Resource Management in conjunction with the School Business Manager and Governors
<ul style="list-style-type: none"> • To manage school resources (including staff) appropriately and effectively. • Undertaking financial management training to ensure efficient and effective financial management of allocated funds or budgets. • To support the Head Teacher and Senior Leaders in deploying staff and resources in the best interests of all children and in line with other development priorities.
Safeguarding and Deputy Designated Safeguarding Leader
<ul style="list-style-type: none"> • Undertake professional development as needed to ensure knowledge and skills remain up to date • Fulfil responsibility and roles as outlined for Deputy Designated Safeguarding lead
Other
<ul style="list-style-type: none"> • To work with and support the Head Teacher to engage in professional support and challenge to ensure the best possible educational provision and standards for all • To support outreach work with other schools and external bodies as required. • To willingly undertake any other duties within the post, as reasonably delegated by the Head Teacher.

The appointment is subject to the current conditions of employment contained in the School Teachers' Pay and Conditions Document and the required standards for Qualified Teacher Status and other current legislation. This job description may be amended at any time following discussion between the Head Teacher and member of staff and will be reviewed annually.

PERSON SPECIFICATION: Essential requirements for the role

Qualifications	Essential	Desirable
Degree	✓	
Qualified Teacher Status	✓	

National Award for SEN Co-ordination (NASENCo) or equivalent	✓	
Evidence of sustained professional development	✓	
Designated safeguarding lead Level 3		✓
Experience		
Experience of successfully leading and developing SEND provision in a school	✓	
Experience of raising standards for children with SEND	✓	
Experience of curriculum development and innovation	✓	
Experience of effective staff training/development in SEND provision	✓	
Experience of SEND policy development	✓	✓
Experience of data management, target setting and evaluation	✓	
Knowledge and Understanding		
Understanding of the importance of meeting the needs of all	✓	
Knowledge of the factors relating to high standards of pupil achievement	✓	
Knowledge of the principles and practice of school improvement, with an understanding of performance measures and approaches to improving standards	✓	
Knowledge of approaches to curriculum development and teaching & learning	✓	
Knowledge of the National Curriculum	✓	
Knowledge of current educational issues, recent developments and significant legislative changes	✓	
Knowledge and understanding of the SEN code of practice	✓	
Knowledge and understanding of aspects of SEND and best practice approaches to meet these needs	✓	
Knowledge and understanding of Safeguarding procedures and regulations	✓	
Skills and abilities		
Demonstrable impact of leadership on children's outcomes	✓	
Demonstrable impact of leadership on curricular provision	✓	
Able to improve provision through monitoring, guiding and exemplary practice	✓	
Able to set goals, plan and monitor outcomes	✓	
Able to implement, facilitate and manage change	✓	
Able to work co-operatively and collaboratively with colleagues	✓	
Able to communicate well orally and in writing, including articulating, summarising and presenting	✓	
Strong interpersonal skills with the ability to listen, persuade, negotiate and act collaboratively	✓	
Able to lead, inspire, motivate, support and manage others	✓	
Able to develop and articulate an inclusive vision	✓	
Able to innovate as well as to recognise and build on others' good practice	✓	
Able to analyse, evaluate and make complex decisions	✓	
Able to constructively manage conflicting and diverse opinion	✓	
Able to honestly evaluate own performance and constructively managed that of others	✓	
Confident and competent IT and computer skills	✓	
Interest in other cultures, religions and languages	✓	
Experience in developing and evaluating strategies for raising the attainment for pupils for whom English is not their first language		✓
Able to demonstrate how in their own practice, pupils in receipt of pupil premium achieve <i>as least as</i> well as all pupils	✓	
Experience in developing and evaluating strategies for raising the attainment of pupils in receipt of pupil premium		✓
Interest in Mental health and wellbeing	✓	
Experience in developing and evaluating strategies for enabling children with mental health to succeed		✓

Personal Qualities;		
Able to positively manage their own feelings and those of others	✓	
Is high motivated and ambitious for themselves and others	✓	
Has a relentless drive for excellence and equality	✓	
Is committed to their own and others professional development	✓	
Is able to work collaboratively and build and sustain positive relationships with a range of stake holders	✓	
Is able to critically and constructively evaluate their own and others' performance	✓	