

## **Inclusion Lead Job Description**

### **Job Purpose**

The role of the Inclusion Lead is to ensure that our school actively promotes inclusive practice and fully supports children who have special educational needs and disabilities. The Inclusion Lead will have responsibility for implementing the school's Inclusion/SEN policy, including EAL, CLA and Pupil Premium under direction of the Headteacher and Governing Body. They will lead the strategic development of the school's SEND provision and will have oversight of the day to day operation of that policy, with the aim of raising SEND, EAL, Pupil Premium and CLA achievement.

### **Specifically, the Inclusion Leader will:**

- Play a key role within our school, to ensure that all pupils with additional needs make good/accelerated progress in their learning and achieve to the very best of their ability.
- Work closely with the School's Senior Leadership Team, taking a key role in the promoting of the school's overall aims and ethos.
- Manage the SEND support staff team as line manager, facilitating CPD opportunities and co-ordinating and delegating tasks and support.
- Carry out pastoral, SEMH well-being activities with children when appropriate
- Track children's attendance and liaise with parents, and local authority re authorised/unauthorised absences, reporting termly data

### **Teaching and Learning**

- To undertake the duties of a class teacher for approximately one day per week, in line with the most recent Teachers Pay and Conditions
- Evaluate teaching and learning activities to ensure they meet the needs of pupils with SEND, EAL, CLA and those who are pupil premium
- Where necessary, team teach or actively teach, learning intervention and support groups in order to accelerate children's progress.
- Promote the resources/programmes/skill sets that will develop pupils and allow them to work independently.
- Have regard to the individual needs of pupils with SEND, EAL, Pupil Premium and support their learning by using a wide range of teaching strategies, planning and providing support for their full participation in all activities.
- Liaise with pre-school settings to ensure the identification/continuity of support and learning of pupils with SEND on entry to school.
- Liaise with other schools to ensure continuity of support and learning when transferring pupils with SEND.

### **Recording and Assessment**

- Keep the school's Special Educational Needs Register up to date.
- Undertake the provision mapping of SEND funding and staffing annually, to ensure all children's support needs are met.

- Set targets for raising achievements among pupils with additional learning needs and SEND, EAL, Pupil Premium
- Interpret assessment data, feeding specifically into termly Pupil Progress meetings.
- Meet with class teachers and TAs and formulate plans to address any issues and needs as appropriate.
- Maintain and further develop existing systems for identifying, assessing and reviewing.
- Update the Senior Leadership Team and Governing Body on the effectiveness of provision of SEND pupils and those with additional learning needs

### **Leadership**

- Ensure all members of staff recognise and fulfil their statutory responsibilities to pupils with SEND.
- Provide training opportunities for TAs and other teachers to learn about SEND/additional needs.
- Disseminate outstanding practice in SEND, EAL, Pupil Premium across the school.
- Identify resources needed to meet the needs of pupils with SEND, EAL, Pupil Premium and advise SLT of priorities for expenditure.
- Assist in the effective organisation through the deployment of TAs and other resources linked to SEND, EAL, Pupil Premium.
- To prepare an action plan and manage a resources budget for this area of learning.

### **Other Duties and Responsibilities**

- Listening to and supporting colleagues with concerns about pupils.
- Advising colleagues about their concerns and ensuring that these are documented at Stage 1 of the Code of Practice or taken up and acted upon at other stages.
- Monitoring and screening/baseline assessments in order to identify and address children who are falling behind.
- Carry out nurture, SEMH well-being activities in groups or in 1:1 sessions to support children
- Attend meetings to support class teachers where necessary, in order to keep parents informed about their child's progress.
- Assist class teachers in writing Individual Educational Plans and liaise with class teachers regarding their dissemination to parents
- Coordinate provision by calling meetings as necessary.
- Meet parents who have concerns about their child/ren.
- Advise TAs in techniques and materials which enable them to implement Individual Educational Plans and manage the targets set in them.
- Monitor the resources devoted to SEND, and make cases for funding where necessary. These resources include books, other teaching materials and practical teaching aids including technological aids such as laptops and iPads.
- Liaise and cooperate with the Local Authority, Educational Psychology Services, Health and Social Services and voluntary bodies – submitting necessary documents to enable the authority to discharge its function.
- Ensure that, when a pupil leaves the school all their records are passed on to the next school.
- Take the lead in assessments of children with SEND including identifying their strengths and weaknesses.

- Carry out referrals and submit documentation required for Educational Health Care Plan Applications.
- Prepare and lead annual EHCP review meetings.

### **Professional Development**

- Take part in appraisals and annual professional review meetings.
- Keep up to date with current thinking, regulations and practice and further develop skills by attending courses, workshops and meetings.
- To undertake qualifications relevant to the field of SEND Leadership.

### **As Designated Safeguarding Lead (DSL) for the school:**

#### Safeguarding and Child Protection

- Act as the first point of contact for all safeguarding concerns and referrals.
- Ensure compliance with Keeping Children Safe in Education (KCSIE) and other statutory guidance.
- Maintain accurate, confidential, and up-to-date records of safeguarding concerns.
- Work closely with external agencies, including social services, the police, and local safeguarding boards.
- Lead and manage safeguarding meetings, case conferences, and multi-agency discussions.
- Monitor vulnerable students and ensure appropriate interventions are in place.

#### Training and Policy Implementation

- Develop, implement, and regularly review safeguarding policies and procedures.
- Deliver safeguarding training to staff, ensuring they understand their responsibilities.
- Keep up to date with relevant legislation and best practices in child protection.
- Ensure safer recruitment processes are followed, including staff safeguarding checks.

#### Supporting Pupils and Staff

- Provide a safe, supportive environment for students to report concerns.
- Offer advice and guidance to staff regarding safeguarding matters.
- Promote a culture of safeguarding throughout the school.

### Inclusion Lead Selection Criteria

Criteria	Essential	Desirable
<b>Educational Achievements, Qualifications</b>	<p>Graduate or equivalent</p> <p>Qualified Teacher Status</p> <p>Evidence of current DBS certificate</p>	<p>SENDCo qualification</p> <p>DSL qualification and/or relevant experience</p> <p>Evidence of continuous CPLD for inclusion / SEND</p>
<b>Skills and Knowledge</b>	<p>Knowledge and understanding of National Curriculum, SEND Code of Practice, Ofsted and other relevant policies.</p> <p>An ability to track and analyse data and then on narrow the gaps for SEND pupils, CLA, PP, EAL.</p> <p>Well organised, particularly in terms of SEND paperwork with high expectations of self, other staff and children.</p> <p>An ability to relate to and involve parents and other stakeholders positively in the education and welfare of children.</p> <p>The importance of providing a stimulating and inclusive learning environment.</p>	<p>Awareness of the latest initiatives and county expectations, particularly in relation to SEND and inclusion.</p> <p>A knowledge and understanding of different types of SEND.</p> <p>An understanding of some of the issues / challenges you may face as Inclusion Leader.</p>
<b>Experience</b>	<p>Experience of teaching for at least 5 years.</p> <p>Experience of working with pupils with SEND, CLA and PP.</p> <p>Experience of working as part of a team and working with all stakeholders in the local and wider community.</p>	<p>Experience of teaching across the primary age phase.</p> <p>Experience of working with outside agencies.</p>
<b>Personal Qualities</b>	<p>A passionate and enthusiastic approach to learning, able to maximise training opportunities.</p> <p>Ability to maintain confidentiality and discretion.</p> <p>Ability to create, inspire and promote a culture of high achievement for all.</p> <p>Sense of humour and perspective.</p>	<p>Evidence of contribution to the wider school community.</p>

	<p>Effective communicator and excellent interpersonal skills with children, colleagues and parents.</p> <p>A positive team player and active contributor to the life of the school who can deliver with consistency, day in day out.</p>	
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