

TEACHING STAFF
JOB DESCRIPTION

ROLE TITLE	Inclusion lead (with responsibility for SEND and Safeguarding)
CONTRACTED HOURS	Full-time
LOCATION	Wells Hall Primary School
GRADE / SCALE POINT – SALARY	MPR/UPR + SEN allowance
REPORTING TO	Headteacher

INTRODUCTION

Through geographical hubs of like-minded schools and a vision of excellence that is shared by all, schools smash through barriers to achieve more than others think possible.

- The vision of Unity Schools Partnership is to achieve the highest standards of education in its primary, secondary and special schools.
- It is our intention that all trust schools, and the trust as a whole, be recognised locally and nationally for the exceptional quality of its educational provision.
- We are a family of interdependent schools with a shared ambition to transform lives.
- We are committed to the development of a very high-quality, and evidence-informed, model of how excellence is achieved.
- Our work is fostered by geographical hubs of schools in close proximity that understand their specific communities.

The trust expects its work to be characterised by:

INTEGRITY

INCLUSION

KINDNESS

The vast majority of schools are now successful, well-performing schools and judged 'good' by Ofsted. The ambition over the next three years is that schools across the trust become excellent schools, characterised by top quartile performance and with the capacity to support more schools in the area that need support to benefit from being part of the trust.

In order to achieve this ambition, the trust will focus on:

Excellent education – we have plans for work in primary, secondary and special education which aim by 2028 to achieve top quartile performance in primary and secondary results and that has very high approval ratings externally and from parents for children with special educational needs.

Excellent staff – we have a People Strategy that includes the ambition of being the employer of choice for school staff in the region.

Excellent support for schools – we have included in our plans for work in primary, secondary and special education how schools are supported to provide excellent education and we have an operational plan for wider support for schools in the trust, those who wish to be associated with the trust and those who potentially might wish to join the trust.

Every member of staff is required to uphold and promote the values of the Trust in every aspect of their work performance.

All members of teaching staff are responsible personally and collectively for supporting students in becoming confident individuals, successful learners and responsible citizens, through:

- Modelling the core values of the school and wider Trust at all times;
- Nurturing pupils' passions and interests and stimulating their intellectual curiosity;
- Continuously raising pupils' aspirations and self-esteem;
- Contributing to the wider range of opportunities offered by and for the school community;
- Assuming responsibility (as required) for the learning progress of a specific group of individual pupils;
- Ensuring high outcomes for a cohort of pupils

All teachers are required to meet the national standards for teachers according to their role.

JOB PURPOSE

To actively pursue the agreed aims of the school and wider Trust, maintaining an outstanding educational ethos, care for the pupils and respect for colleagues whilst undertaking all duties in a professional manner. There is an expectation all staff colleagues will secure a good or better education for all pupils and the continuous improvement of teaching and learning in the school.

KEY TASKS & RESPONSIBILITIES

- To create highly effective conditions for learning in the primary phase, ensuring that all groups of pupils achieve their potential and that barriers to learning are removed for all children.
- To take responsibility for the strategic development of SEND and Inclusion Provision across the School
- To take on other responsibilities in discussion with the Headteacher to match postholders skills and ambitions.

SEND AND INCLUSION

- To be the school SENDCO and have strategic and operational oversight of ensuring this role is fulfilled to the highest standards
- To strategically lead the SEND team, with the support of a Pastoral Team
- To line manage the teacher of our SLD SEND Hub and ensure that there is appropriate and supported integration between hub and mainstream
- To lead over our Nurture Provision
- To act as Lead Designated Teacher for Children in Care in a caseload model for those with SEND
- Be an active part of the DSL team
- To undertake a programme of continual quality assurance of SEND and inclusion
- To work with partners and agencies to ensure the best possible professional relationships

- To ensure that High Tariff Need Funding is applied for robustly and utilised appropriately
- To secure and quality assure appropriate alternative provision where necessary for individual learners.
- To work with students and parents to ensure high quality partnership working and support for families
- To ensure all statutory duties are complete and compliant
- Work collaboratively with wider SEN Team, Pastoral Team and SLT to secure our universal offer graduated response to support inclusion at every level
- Be a role model for students and staff as a learner
- To lead on continued accreditation of the Inclusion Quality Mark, school of excellence

Teaching and CPD:

- Be an excellent classroom practitioner to be able to share knowledge and expertise with colleagues of adaptive teaching and approaches to best suit learners with additional needs
- Lead CPD as required focusing on areas of strategic responsibility.
- To participate in a coaching programme which shares and celebrates good practice leading to inspired, motivated teachers.

SAFEGUARDING

Unity Schools Partnership is committed to safeguarding and promoting the welfare of children and young persons at all times.

The post holder, under the guidance of the Headteacher, will be responsible for promoting and safeguarding the welfare of all children with whom he/she comes into contact, in accordance with the Trust's and the school's safeguarding policies. The post holder is required to obtain a satisfactory Enhanced Disclosure from the Disclosure and Barring Service (DBS).

GENERAL

1. Take active responsibility for personal continuous professional development;
2. Take ownership of individual performance management, keeping a continuing professional development portfolio;
3. Maintain consistent high standards of professional conduct, tact and diplomacy at all times in dealings with pupils, parents, staff colleagues, external agencies and any other visitors to the school or wider Trust;
4. Maintain absolute confidentiality and exercise discretion with regard to staff / pupil information and the Trust's business at all times;

5. Act as an ambassador for the School and the wider Trust within the local community and beyond, ensuring that the ethos and values of the Trust are promoted and upheld at all times.

The list above is not exhaustive, and you may be required to undertake any other reasonable tasks and responsibilities which fall within the scope of the post as requested the Headteacher, a member of the Senior Leadership or Trust Executive Leadership Teams.

Unity Schools Partnership has developed a framework for supporting effective practice which will be used to support staff professional development and this job description is subject to change at the discretion of the trust.

PERSON SPECIFICATION

CRITERIA	ESSENTIAL	DESIRABLE
Technical or Specialist	<ul style="list-style-type: none"> NVQ or equivalent in a relevant subject Recognised QTS A degree of 2:1 or above Evidence of commitment to own professional development Excellent knowledge of SEND and Inclusion Excellent knowledge of statutory responsibilities of SEND High levels of subject knowledge within SEND and Inclusion Evidence of positive impact on pupil outcomes for learners with SEND Evidence of effective team working. -Excellent classroom teacher with a proven commitment to improving the quality of children's learning and access to learning. 	<ul style="list-style-type: none"> Knowledge of School / Trust Computer systems SENCO qualification Trauma informed approach Evidence of collaborative working Experience of working within a safeguarding team
Literacy and Numeracy	<ul style="list-style-type: none"> Secondary education up to GCSE level or equivalent Ability to set out letters / documents and to use grammar correctly Able to carry out basic calculations accurately Computer literate Able to main routine records e.g. school meals, sale of tickets, supplies. 	<ul style="list-style-type: none"> Competent and confident in use and interpretation of databases and spreadsheets.
Organisational		<ul style="list-style-type: none"> Knowledge of Trust's administrative procedures e.g. ordering / incoming and outgoing post
Equipment / Materials	<ul style="list-style-type: none"> High level, accurate keyboard skills. Able to use / operate general office equipment e.g. printers, photocopiers, binder, computers 	
Research	<ul style="list-style-type: none"> Able to use the internet effectively for routine research 	
Problem Solving	<ul style="list-style-type: none"> Ability to check stock deliveries accurately Ability to resolve a range of day-to-day problems, using own initiative. Know when it is appropriate to refer upwards 	
Creative Thinking	<ul style="list-style-type: none"> Design and produce documents / advertisements etc 	

Planning	<ul style="list-style-type: none"> Organised and methodical approach to admin tasks Ability to manage and coordinate projects and in-house events 	
Interpersonal and Communication	<ul style="list-style-type: none"> Positive disposition to implementing the schools' educational vision. Ability to promote and ensure the school/academy vision is understood and acted upon by yourself. Ability to maintain a consistent and continuous focus on pupil achievement and wellbeing. Stamina and a positive approach to work. Positive attitude towards change Ability to stay calm under pressure A resilience to deal with the difficulties of safeguarding and wellbeing and the complex needs of children with SEND including those with SEMH. Attention to detail and the ability to plan and prioritise The ability to motivate and enthuse colleagues and students Good interpersonal and communication skills Ability to lead meetings effectively Ability to deal with difficult situations with calmness and kindness Ability to lead staff training 	<ul style="list-style-type: none"> Experience of using iPad as a tool for teaching & learning. Experience of dealing with parents who need our support Experience and understanding of IT as a tool to support learning
Keyboard	<ul style="list-style-type: none"> High level keyboard skills 	
Manual Skills	<ul style="list-style-type: none"> Routine manual handling skills 	
Level of Autonomy	<ul style="list-style-type: none"> Able to make day-to-day decisions about own workload, within clear guidelines and procedures. Supervisory assistance is available most of the time. 	
Other	<ul style="list-style-type: none"> Able to develop genuine, empathetic relationships with young people. High personal standards in terms of attendance, punctuality, and meeting deadlines. High level of personal organisation skills. Good communication skills, both written and spoken. 	

	<ul style="list-style-type: none"> • Solution focused disposition and a positive attitude particularly to challenge and change. • Understanding of and commitment to Equal Opportunities issues and principles and the need to apply an equal standard of care to all pupils. • Ability to work as a team player and supportive of team working. • Ability and willingness to develop own understanding and capability through advice and training. • Ability to work without supervision, to provide assistance as and when required and think clearly and calmly in an emergency. • Understanding of the principles of accountability and quality assurance to achieve best possible pupil outcomes. 	
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