



JOB DESCRIPTION

Title: Inclusion Lead
Grade: TPLT 7
Academy: Worle Community School – An Academy

Main purpose of the role

As part of the inclusion team, manage the day to day running of Support to Learn (S2L). To ensure that the appropriate intervention programs are implemented, under the direction of the SENDCo. To work with the SENDCo to ensure that the right students are identified for intervention at the beginning of each academic year. To make a positive and sustained contribution to the development of the management team of SEN.

Main Duties and Responsibilities:

1. Manage and deploy the staff who provide intervention programs for students in S2L. Work with the relevant teaching staff to ensure that the appropriate intervention is in place under the direction of the SENDCo to ensure that students are on the correct interventions.
2. To work with appropriate Heads of English and Maths to assist in the preparation of the relevant literacy and numeracy intervention programs under direction, which will be delivered by both the manager and designated staff.
3. To monitor the impact of literacy and numeracy intervention programs (with the SENDCo), ensuring the appropriate membership of groups at all times.
4. To monitor, on a regular basis, the delivery and assessment of intervention programs running in S2L. Formative and summative assessments should be apparent.
5. To liaise with staff across the academy, regarding the specific needs of identified students who are accessing the centre for intervention.
6. To ensure that the S2L support team develops meaningful partnership with parents and carers by encouraging them to participate in their child's progress and development. Ensure that appropriate levels of support and advice are available to students and families to enable them to participate effectively. Promote partnership working between home and school and always ensure that systems are in place so enquiries from staff, parents and carers are dealt with in a positive way.
7. To support colleagues by sharing their own knowledge and expertise in a professional and constructive manner. Take a lead role in supporting and developing a culture of team working for the benefit of all students and parents of students accessing S2L. Post holder supports CPD for others.
8. To contribute, as required, to the professional development of PGCEs and NQTs who are in the organisation.

Contacts & relationships

The post holder will be required to have contact with parents, carers and other professionals to provide updates on student progress.

Resources

No budgetary responsibility

Line management/supervisory duties and responsibilities

Whilst the post holder does not have line management (appraisal) responsibility there will be a requirement for supervisory responsibility for approximately 15 Learning Support Assistants (LSA's). This will include the running of the LSA's timetables and monitoring of their diary sheets and timetables, working closely with the SENDCo.

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 Access and is available on request.

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

Work Demands

Work tasks may be subject to interruption

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 and meetings.

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.

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

Assessment criteria	Essential	Desirable
Qualifications	<p>A good standard of general education, normally to A Level or equivalent, including numeracy and literacy at CGSE grade C or level 3.</p> <p>NVQ Level 4 LDSS/ HLTA/ TA Foundation Degree</p>	<p>Additional mental health related qualifications.</p> <p>QTS</p>
Experience	<p>A minimum of 3 years' experience working with children at KS3 and KS4.</p> <p>Experience of working with students with social, emotional and behavioural needs.</p> <p>Experience of working in a managerial role.</p>	<p>Extra-curricular activities participated or led.</p>
Skills	<p>Ability to work with both groups and individual students.</p> <p>Ability to be organised and help all stake-holders involved.</p> <p>Use of Excel, Ipad and apps</p>	
Knowledge	<p>Knowledge of OFSTED National Standards for Child Care, Disability Discrimination Act 2001, Special Educational Needs Code of Practice, Children's Act 2004.</p>	<p>Awareness of new SEND legislation.</p>

<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>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>	