

## Job Description – Earlsmead Primary School and Autistic Resource Base



<b>Post:</b>	<b>Inclusion Manager (Non Class Based, SENCO, DSL &amp; ARB Lead)</b>
<b>Scale:</b>	Leadership Scale L9 – L13 (£72,856 - £79,383)
<b>RESPONSIBLE TO:</b>	Headteacher / Senior Leadership Team
<b>FUNCTION RELATIONS:</b>	All members of the school staff, Local Authority Officers and Inspectors
<b>Main Contacts:</b>	Staff, Parents and Carers, Other external agencies of the Council

### Why This Role Matters

This post is central to cultivating a safe, supportive and aspirational learning environment where every child belongs and makes progress.

### Purpose of the Role

As Inclusion Manager, you will be a key member of the Senior Leadership Team, responsible for strategically driving inclusive practice across the school. You will lead on Special Educational Needs and Disabilities (SEND), hold Designated Safeguarding Lead (DSL) responsibility, and provide leadership and oversight of our Autistic Resource Base (ARB). You will ensure an inclusive, equitable and culturally responsive provision so all pupils—regardless of background, need, or circumstance—can thrive and achieve the highest standards. This includes embedding high-quality teaching, personalised support, and statutory compliance in line with current Ofsted requirements.

### Key Responsibilities

#### Strategic Leadership & Management

- Provide strategic leadership for inclusion, SEND provision and the ARB, ensuring alignment with the school's ethos, improvement plan and community context.
- Act as senior leader responsible for inclusion, shaping strategy, policy, monitoring and evaluation.
- Lead, develop and line-manage the Inclusion/ARB teams, including SENDCO assistants, support staff and therapists where applicable.
- Use robust data and evidence to evaluate impact of interventions and provision on outcomes and reduce barriers to learning.

#### SEND and Curriculum Provision

- Lead on implementation and development of the SEND policy and practice in accordance with the SEND Code of Practice.
- Oversee processes relating to EHCP assessments, reviews, annual review meetings, statutory documentation and pupil progress tracking.
- Support classroom teachers with high-quality strategies for differentiation and adaptive planning for pupils with a range of needs.
- Champion inclusive pedagogy across the school, ensuring high expectations for all learners.



### Autistic Resource Base (ARB) Leadership

- Provide operational oversight and strategic development of the ARB to ensure high-quality, tailored provision for pupils requiring specialist support.
- Coordinate admissions, transitions, individual learning plans and review processes for ARB placements.
- Work with staff to ensure effective collaboration between ARB and mainstream teachers to promote inclusion and positive outcomes.

### Safeguarding & Pupil Wellbeing

- Act as one of the school's Deputy Designated Safeguarding Lead (DDSL), ensuring safeguarding policy and procedures meet statutory requirements.
- Lead multi-agency working and early help processes, with attention to local vulnerabilities and community contexts.
- Oversee pastoral support, inclusion of vulnerable cohorts and support for families to access services.

### Community Engagement & Equity

- Work closely with parents, carers and community partners to foster trust, communication and shared responsibility.
- Ensure provision reflects the cultural, linguistic and socio-economic diversity of South Tottenham, addressing disproportionality and promoting equity.

### Ofsted & Compliance

- Act as a key lead for inspections, providing evidence, leading deep dives (e.g., SEND), and ensuring policies and practices demonstrate compliance with Ofsted's inspection frameworks.

In collaboration with members of SLT ensure statutory duties (SEND, safeguarding, mental health, attendance and behaviour) are exemplified in day-to-day practice and documentation.

The above responsibilities are subject to the general duties and responsibilities as described in part VIII of the School Teacher's Pay and Conditions Documents. The job description is not necessarily a comprehensive definition of the post. Changes to the role and duties of the post may be necessary after consultation and in response to the needs of the school.



# Person Specification – Earlsmead Primary School and Autistic Resource Provision



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		Essential	Desirable
<b>1. Qualification and experience</b>	<ul style="list-style-type: none"> <li>• Qualified Teacher Status (QTS) with National Award for SEN Coordination (NASENCO) or equivalent.</li> <li>• Experience of senior leadership in school settings with evidence of driving SEND and inclusion outcomes.</li> <li>• Proven experience as a Designated Safeguarding Lead (or Deputy) with a willingness to attend appropriate training.</li> <li>• Experience working with EHCPs and multi-agency professionals.</li> <li>• Excellent knowledge of SEND, safeguarding, and inclusion</li> <li>• Strong leadership, organisation, and communication skills.</li> <li>• Experience leading specialist provision (e.g., ARB, base provision) or similar small-group, enhanced support.</li> <li>• Leadership or SLT experience in a primary school.</li> <li>• Experience in a diverse, high-need community.</li> </ul>	X  X  X X X X	      X  X X
<b>2. Personal Qualities</b>	<ul style="list-style-type: none"> <li>● To be self-motivating, enthusiastic and resilient.</li> <li>● Able to develop effective partnerships with advisory and teaching colleagues.</li> <li>● Able to work under pressure and to meet deadlines.</li> <li>● Credibility in working with other members of staff and leaders.</li> <li>● Good influencing and negotiating skills, including the ability to motivate others.</li> <li>● Ability to hold others to account supportively and professionally</li> <li>● Ability to engage children in their learning</li> <li>● Willingness to take on roles outside of the classroom.</li> <li>● Commitment to equity, social justice and culturally responsive practice within a diverse community.</li> <li>● Creative thinker who can adapt practice to meet evolving needs of pupils and families.</li> </ul>	X X  X X X  X X X X  X	
<b>3. Knowledge and Understanding</b>	<ul style="list-style-type: none"> <li>• Demonstrate a knowledge of how children, including children with autism learn and how to improve teaching and learning within the school</li> <li>• A vision for curriculum development and School improvement</li> <li>• Demonstrate an understanding of what it means to operate in an inclusive environment</li> <li>• Have a secure understanding of safeguarding and related legislation, policies and procedure</li> <li>• Knowledge of budget management</li> <li>• Expert understanding of the SEND Code of Practice, safeguarding legislation, behaviour and attendance strategies.</li> <li>• Strong interpersonal and communication skills to work effectively with staff, pupils, families and external agencies.</li> <li>• Ability to interpret data to plan and refine inclusive strategies and evaluate impact.</li> </ul>	X  X  X  X  X  X X	     X     
<b>4. Inclusion</b>	<ul style="list-style-type: none"> <li>• Experience of working with children who have EAL and / or a wide range of SEND</li> </ul>	X	



	<ul style="list-style-type: none"> <li>• An effective professional who challenges and supports all pupils and staff to do their best to achieve high standards</li> <li>• Demonstrate consistent and effective use of information about pupil attainment to ensure realistic and challenging targets are set</li> <li>• Demonstrable confidence and commitment to supporting relationships and behaviour</li> </ul>	X X X	
<b>5. Communication</b>	<ul style="list-style-type: none"> <li>• Show strong inter-personal and communication skills</li> <li>• Demonstrate a professional and confident manner</li> <li>• Evidence of good oral and written communication</li> <li>• Be a team member and liaise effectively</li> <li>• Demonstrate excellent presentation skills</li> <li>• Multi-task to adapt to constantly changing priorities</li> <li>• Be aware of communication issues in a large setting</li> <li>• Experience of effective management of staff teams in your class and/or beyond</li> </ul>	X X X X x x X X	X
<b>6. Relations with parents and wider community</b>	<ul style="list-style-type: none"> <li>• Know how to prepare and present reports for parents</li> <li>• Demonstrate the importance of parental involvement in the school</li> <li>• Understand the importance of liaising with other agencies and proven ability to build these relationships</li> </ul>	X	X X
<b>7. Professional development</b>	<ul style="list-style-type: none"> <li>• Demonstrate responsibility for your own professional development</li> <li>• Proven experience of planning and delivery of high quality in-service training</li> </ul>	x X	
<b>8. Managing and developing staff and other adults</b>	<ul style="list-style-type: none"> <li>• Establish professional working relationships with all colleagues</li> <li>• Proven experience of improving the performance of other members of staff at varying levels</li> <li>• Provide high quality demonstration lessons</li> </ul>	X X X	
<b>9. Managing resources</b>	<ul style="list-style-type: none"> <li>• Willingness to work with SBM and SLT to access additional funding</li> <li>• Ability to work within an agreed budget</li> <li>• Have an understanding of how resources are deployed and managed</li> </ul>		X X X
<b>10. Teaching and managing pupil learning</b>	<ul style="list-style-type: none"> <li>• Outstanding teaching practice</li> <li>• Set meaningful expectations for pupils behavior and possess excellent behavior management skills</li> </ul>	X	X
<b>11. Assessment and evaluation</b>	<ul style="list-style-type: none"> <li>• To improve assessment systems and processes to capture what children can do and need to do next</li> <li>• A good understanding of Assessment for Learning' strategies</li> <li>• To provide accurate feedback to staff through monitoring</li> <li>• Have a demonstrable understanding of school self-evaluation</li> </ul>	X X X	X
<b>12. Pupil achievement</b>	<ul style="list-style-type: none"> <li>• Be able to secure progress towards targets</li> <li>• Be able to demonstrate that, as a result of your leadership, pupils achieve well relative to their prior attainment, making good progress (as good or better than similar pupils nationally)</li> </ul>	X X	