

Post Title: Inclusion Lead

Responsible to: Executive Head teacher / Head of Schools

Responsible for: Teaching Assistants, ELSAs and other staff as appropriate.

Salary Grade: TSAT T scales + SEND allowance

Requirements:

The professional duties of teachers, (other than the Head teacher) are set out in the School Teachers pay and conditions document and describe the duties required of all teachers. In addition, the specific requirements of the post, along with the particular duties expected of the post holder have been set out below

- Hold or be willing to undertake the National Qualification for SENDCo
- Hold QTS and demonstrate an ability to teach across the school
- Be the schools' Designated Teacher for Looked After Children
- Be a deputy DSL for the schools
- A proven track record of excellent outcomes for children
- Excellent organisation and communication skills
- A proven track record of supporting staff to develop their practice
- Effective leadership qualities

Purpose:

To assist in the promotion, direction and oversight of high standards of teaching and learning, pupil achievement and progression through effective inclusion for pupils with special educational needs. To assist the Executive Headteacher / Head of Schools in ensuring inclusive practice is developed to promote the highest standards of pupil achievement for all.

- To motivate, inspire and support all staff, governors, pupils and parents
- To be responsible for securing the highest possible standards of vulnerable pupil's achievement across the school in all curriculum areas through monitoring, evaluating and setting targets for improvement
- To lead, develop and enhance the teaching/support practice of others across the school by evaluating, supporting, coaching and guiding in relation to Inclusion
- To be accountable for the strategic leadership and management of Inclusion in the school, developing and implementing plans, policies, targets and practices within the context of the school's aims and policies
- To organise, co-ordinate, support and lead the provision for vulnerable pupils throughout the school and those who require intervention programmes/personalised learning e.g: EHCP annual reviews, 1-1 Tuition, Behaviour Improvement Plans, SALT programs.
- To teach individuals or groups of pupils, if required, in line with whole school policies and schemes of work, to undertake pastoral, administrative and leadership duties in keeping with the School Teachers Pay and Conditions of Employment document (see Teacher Job Description).
- To lead and manage teaching assistant deployment and triangulation of their impact, across the school.
- To be a line of communication between parents and the Leadership Team
- To work in positive partnership with Portsmouth City Council SEND Team
- To set up systems for identifying, assessing and reviewing SEND and other vulnerable groups such as PP, EAL and LAC
- To ensure the consistent accurate use and implementation of Thinking Schools ethos
- To ensure that Newbridge and Penhale are fully inclusive, adhering to all relevant local and national initiatives and statutory requirements.

Accountabilities:

1) Strategic direction:

- Support the vision, ethos and policies of the school which secure effective teaching, successful learning and promote high levels of achievement and self-esteem for all pupils irrespective of background, ethnicity, gender or disability;
- Help lead and manage the creation and implementation of the School Strategic Development Plan which identifies priorities and targets for ensuring vulnerable pupils achieve high standards and make progress, increasing teachers' effectiveness and securing school improvement and to take responsibility for appropriately delegated aspects of it;
- Support the evaluation of the effectiveness of the school's policies and developments and analyse their impact on vulnerable pupils
- Ensure the effective and proficient use of pupil data from a variety of sources, both internal and external, in the process of target setting;
- Raise standards of individual pupil achievement and ensure that good attainment is maintained by providing a model of high quality teaching;
- Ensure that parents are well informed about the curriculum, targets, individual pupils' progress and achievement;
- Develop and maintain good relationships with parents, outside agencies and the local community.
- Be responsible for the school meeting its statutory duties as set out in the SEN Code of practice and other associated statutory documentation
- Lead on the triangulation of support staff across the school. Set improvement targets and monitor and evaluate their effectiveness and impact on children.
- To line manage assigned members of the school team
- To set up and monitor interventions and other planned expenditure through costed provision maps.
- To display exemplary classroom practice which meets the aims and objectives of the school
- To safeguard every pupil's health, safety and well-being in line with school Policies.
- To provide reports to parents, pupils, Governors and the Leadership Team with regard to vulnerable pupils across the school
- To keep up to date with current trends and research and to debate as appropriate.

2) Teaching, Learning and assessment

To seek to develop, with the support of the Headteacher and colleagues, effective ways of overcoming barriers to learning and sustaining effective teaching through the analysis and assessment of pupils' needs, by monitoring the quality of teaching and standards of pupils' achievements, and by supporting the setting of targets for improvement.

- Identify and adopt the most effective teaching approaches for pupils who are vulnerable
- Monitor teaching and learning activities to meet the needs of pupils with who are vulnerable
- Identify and teach study skills that will develop vulnerable pupils' ability to work independently;
- Lead Professional development of staff to ensure that they continue to be skilled practitioners in all matters relating to Inclusion.
- Liaise with other schools to ensure continuity of support and learning when transferring pupils who are vulnerable
- To organise, co-ordinate and represent the school at the review meetings of pupils with a statement of SEN or an EHCP and the In School Review meetings for pupils with SEN + other vulnerable groups as at PEPs and LAC reviews

- To lead and support after school activities as well as boosters etc when needed

3) Efficient and effective deployment of staff and resources

To identify, with the support of the Headteacher and governing body, appropriate resources to support the teaching of vulnerable pupils and monitor their use in terms of efficiency, effectiveness, and safety.

- To establish staff and resource requirements and advise the Head teacher, SLT and governing body likely priorities for expenditure. Support the allocation of resources made available with maximum efficiency to meet the objectives of the school and to achieve value for money.
- To organise and co-ordinate the deployment of learning resources, including information and communications technology.
- To maintain existing resources and explore opportunities to develop or incorporate new resources from the wide range of sources inside and outside the school.
- Assist with recruitment and selection of Teaching Assistants, ELSAs, EAL and Speech Language workers and other key support members as required
- To work with the Headteacher to ensure that SLAs and other purchased resources are cost effective and provide evidence of improvement for targeted children.

4) Standards and Quality Assurance

- Support the aims and ethos of the School;
- Set a good example in terms of dress, punctuality and attendance;
- Attend and participate in open evenings and pupil performances;
- Uphold the school's behaviour code and uniform regulations;
- Participate in staff training;
- Attend team and staff meetings;
- Develop links with Governors, Local Authorities, Thinking School Academy Trust Schools and neighbouring schools.
- Attend and participate in open/parent evenings.

5) People and relationships

- Sustain effective, positive relationships with all staff, students, parents and governors and the local community.
- Encourage moral and spiritual growth and civic and social responsibility amongst students.
- Manage innovation and change.
- Work collaboratively with the pastoral team to effectively manage behaviour across the schools.
- Manage and develop effective working relationships with all staff in the school.
- Communicate effectively with all stakeholders upholding a shared vision of respect, collaboration and shared responsibility for all young people in our school

6) Personal qualities

- The aspiration for excellence in services and pastoral care for children and families and the commitment to act accordingly
- A commitment to equal opportunities in service delivery and employment.
- An enthusiasm to develop good working relationships with a wide range of partners, agencies and individuals.
- A commitment to collaborative working and consultation.

- A desire to keep abreast of current developments, research, and best practice. To review, evaluate and implement change accordingly.

SUPERVISION AND MANAGEMENT

The post holder will:

- Report directly to the Executive Headteacher.
- Be required to exercise a high level of initiative and to manage services and pastoral care undertaking specific projects with only limited reference to their manager.
- The post holder will hold line management responsibilities

The above duties may be varied to meet the changing demands of the school at the reasonable discretion of the Executive Headteacher/Head of Schools.

It may be reviewed and/or amended at any time but before this happens you will be given appropriate opportunities to discuss any proposed amendments. It will be reviewed as part of the performance management process.

Generic Duties relevant to all members of staff

The Trust

The ethos of the Trust is included within the strapline “Transforming Life Chances”. All staff are expected to be committed to this aim in everything they do.

It is expected that all staff work collaboratively as members of the Trust to share good practice, resources and ideas and realise the Trust’s visions and aims. All staff should act with professional integrity at all times, following the “Code of Conduct”.

Your role will be based at Newbridge Junior School and Penhale Infant School . However, you may be asked to work at any of the other academies within the Trust or partner schools and you should expect to travel between sites as required.

Teaching and Learning

This is our core business and therefore it is an absolute priority. You are expected to support all teaching staff, irrespective of seniority, to ensure they concentrate on the core business. This may mean undertaking tasks outside of your area of responsibility where required.

ICT

It is expected that all teaching and support staff follow the ICT Vision of the Trust.

All staff will be expected to utilise ICT and to improve communication and reduce paper use. Security procedures must be followed when using ICT systems.

All staff are expected to follow (and ensure students follow) the procedures as laid out in the Trust’s Acceptable Use Policy. Staff are also expected to ensure that they follow Trust policies with regard to professional conduct when using ICT systems or Trust ICT equipment.

Health and Safety

Employees are required to work in compliance with the Academy's Health & Safety Policies and under the Health and Safety At Work Act 1974 (as amended), ensuring the safety of all parties they come into contact with, such as members of the public, in premises or sites controlled by the Trust.

In order to ensure compliance, procedures should be observed at all times under the provision of safe systems of work through safe and health environments, including information, training and supervision necessary to accomplish those goals.

Safeguarding

The Thinking Schools Academy Trust is committed to safeguarding and promoting the welfare of children and young people and all staff must ensure that the highest priority is given to following the guidance and regulations to safeguard children and young people. All staff are to have due regard for safeguarding and promoting the welfare of children and young people and to follow the child protection procedures adopted by the Thinking Schools Academy Trust. Any safeguarding or child protection issues **must** be acted upon immediately by informing the Designated Child Protection Officer.

Data Protection

The Thinking Schools Academy Trust takes the responsibility of protecting and securing the data of Pupils, Staff, Parents and all associated individuals very seriously. The Trust requires all staff to complete data protection training and to adhere to its Data protection policies and procedures. All staff must ensure that if they suspect a data breach they must inform the Trust Data Protection officer immediately.

This job description forms part of the contract of employment of the person appointed to the post. The duties, responsibilities and accountabilities highlighted in this job description are indicative and may vary over time at the discretion of the Trust and the Principal. This job description will be reviewed annually and is an integral part of the Appraisal and line management process.