**Selby Locality Board**

**Selby Locality Board Inclusion Lead**

**Job Description**

Location: Hybrid (homeworking and Selby High School)

Type: Part-time 2-year Secondment (or equivalent) part-time based at Selby High School 3 days a week (flexibility available)

Start Date: Jan 25 or sooner if possible for candidate.

Salary: Leadership pay range £50,122 - £58,959 per annum (L6 - L10 or equivalent)

**Job Overview:**

Under the supervision of the principal, who is based at Selby High School, the postholder will be required to assist in the delivery of the Selby Locality Board’s Action Plan’s priorities, in particular, supporting schools to include all students in appropriate full-time education, especially those students who are at risk of and currently not engaging fully with their mainstream provision.

Working mainly in primary and secondary education settings the postholder will support SLT, including SENCos, in developing smoother transitions for children and young people with SEMH/C&I especially from primary to secondary as well as supporting the settings to develop and deliver systems building upon NYC’s Ordinarily Available Provision (OAP) framework.

**We are looking for an experienced leader who has the qualities, experience and skills to assist and support colleagues across the Selby area and who is:**

* inspirational with the drive, ideas and vision to help enhance the current identification, provision and monitoring of SEND students in the Selby area especially students who are struggling to engage with their mainstream provision.
* strategic with a proven track record of delivering improvements especially within SEMH/C&I and transition systems.
* successful in delivering excellent outcomes for students with SEMH/C&I
* an excellent communicator with outstanding interpersonal, team building and coaching skills
* a dedicated leader with a record of successfully introducing change in schools to better support pupils with SEMH/C&I.
* determined to make a positive difference.
* able to support and challenge, to hold colleagues to account and deliver excellent outcomes.
* committed to demonstrating high levels of presence, impact, transparency, integrity and emotional intelligence.
* an innovative, independent and strategic thinker, with the drive and ability to generate and implement fresh ideas.
* collaborative with a successful history of working in partnership with local authorities or other stakeholders to achieve positive outcomes.
* fully conversant with the statutory and accountability frameworks with regards to SEND.
* proficient in analysing and using educational data.
* not afraid of hard work!

**Key Performance Indicators for the Post**

* Primary and Secondary HTs report a reduction in percentage of children and young people with unidentified SEND in their first two-year groups. (Support smoother transitions)
* Reduction in numbers of exclusions, particularly those with EHCPs or SEN support.
* Increase in attendance rates for pupils with SEND, decrease number of pupils persistently and severely absent with SEND.
* Reducing the number of children and young people on part-time timetables and reducing the duration that CYP are on part-time timetables. Ensure schools are following NYC’s part-time timetable protocol and reporting all CYP on part-time timetables.

**Prime Objectives of the Post**

In line with the project’s Key Performance Indicators (see above) and the locality board’s priorities, the postholder will:

* Support schools to further utilise approaches that enable students with SEMH/C&I to be successful, for example through relational approaches.
* Support Early Years, primary and secondary settings to develop systems for smoother transitions at key stages i.e. early years to primary and primary to secondary. Through on-going liaison with NYC, this work will complement the transition pilot that NYC are implementing as part of Delivering Better Value.
* Ensure, as part of the transition support, that new settings are being informed about and planning for the needs of future students as early as possible.
* Developing pro-active systems to help schools to support those pupils at risk of developing attendance issues, with a particular focus on early identification. These systems would include an opportunity for parents/carers to work together with schools to support the child or young person.
* Collaborate with the Locality Board and other local partners to establish a network of schools dedicated to enhancing educational provisions and opportunities for students with SEMH/C&I needs. This collaboration would aim to support schools in helping students, who find it challenging to manage the standard five-day provision in mainstream schools. Throughout this process, the focus remains on ensuring these students remain integral members of their school community with the overall aim of ensuring they are better able to manage the five-day provision within school.
* As part of the collaboration, mentioned above, support schools in their development and implementation of systems to improve attendance for those pupils with EBSA, pupils at risk of exclusion and those struggling to engage with mainstream provision. Through on-going liaison with NYC, this work will complement strategies being delivered by NYC.
* Signpost appropriate training, and provide professional guidance to colleagues, working closely with staff, parents, local authority and other agencies.
* Ensure data is gathered to measure the impact of their work and the locality boards wider work. Where appropriate develop impact reports for related Locality Board projects. Report to the board on a termly basis producing an interim impact report at the end of 12 months as well as a final report, these report to be shared with NYC Attendance Alliance.
* Support schools to identify a key person from their staff team to lead and liaise on this work.
* Be an ambassador for the locality board and promote all aspects of its work.

**Operational Management**

* Planning, delivering and sourcing training to upskill school staff in supporting children and young people with SEMH/C&I.
* Signpost school staff to use appropriate screening tools to identify children with Communication and Interaction, Social Emotional Mental Health and Cognition and Learning needs e.g. Verbo.
* Support in the delivery and evaluation of school’s approaches to C&I and SEMH this may include Nurture or Thrive type interventions or other social/emotional interventions.
* Where appropriate provide a level of challenge to schools and settings to ensure they are meeting the statutory guidance in the SEND Code of Practice.
* Develop positive relationships with children and promote the characteristics of effective learning.
* Work flexibly to respond to the changing needs of the setting.

**Communications**

* Facilitate networks to support locality board priorities.
* Establish strong communications with primary and secondary schools and Locality Board members.
* Communicate effectively with a range of stakeholders who may have differing needs and views.
* Regular communication with Line Manager regarding caseload and progress.
* Provide impact and engagement reports to the locality board meetings.

Liaising and working with NYC’s SEND & Inclusion Support Officer, SEND Hub and Delivering Better Value (DBV) team develop a deeper understanding of the SEND Hub and DBV team’s work, to ensure their work complements the work of the SEND Hub DBV team and NYC Attendance Alliance.

**Resource Management**

* + Support the use of ICT and adhere to relevant policies.

**Systems and Information**

* Share information confidentially about students with colleagues and other professional as required.
* Pay due regard to professional boundaries and legislation, maintaining appropriate levels of confidentiality.
* Ensure parental consent has been obtained where necessary.

**Safeguarding**

* + Be responsible for promoting and safeguarding the welfare of pupils in line with policy and legislation, raising concerns as appropriate.
  + Enhanced DBS clearance is required.

**Responsibilities**

* Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person
* Be aware of and support difference and ensure equal opportunities for all
* Contribute to the overall ethos/work/aims of the school / district
* Appreciate and support the role of other professionals
* Attend and participate in relevant meetings as required
* Participate in training and other learning activities and performance development as required
* To support, uphold and contribute to the development of the Trust’s equality policies and practices in respect of both employment issues and the delivery of services to the community.

**General accountabilities**

* Be aware of Selby High School’s duty of care in relation to staff, students and visitors and to comply with the health and safety policy at all times;
* Establish and maintain positive, constructive and professional working relationships with staff, visitors, students, parents and other professionals;
* Be aware of and comply with the code of conduct, regulations and policies of Selby High School.;
* Develop self within the post, undertaking training/appraisal as appropriate to ensure that relevant knowledge and skills are updated in order to support locality board’s development.

Please send application form to**:** [**jennie.holt@northyorks.gov.uk**](mailto:jennie.holt@northyorks.gov.uk)

If you would like to discuss the role further, then please contact**: jennie.holt@northyorks.gov.uk.**

Closing date for applications: **3rd June 2024**

Provisional interview date**: 14th June 2024**

If you do not receive an invite to interview by 7th June then we regret your application will have been unsuccessful on this occasion, but we wish you every success in your future career.

***VARIATION IN ROLE***

It must be accepted that there may be a need for adjustments to the role and responsibilities of the post due to any changing operational and strategic requirements.  The duties specified above are, therefore, not to be regarded as either exclusive or exhaustive.  They may change from time to time commensurate with the grading level of the post and following consultation with the post holder.

**Recruitment and Selection Policy Statement**

The Governing Body at Selby High School and Selby Locality Board is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Selby High School has a robust child protection policy and all staff will receive training relevant to their role at induction and throughout employment at the school. We expect all staff and volunteers to share this commitment.  This post is subject to satisfactory references and enhanced Disclosure and Barring Service criminal records check for work with children. An online search may be undertaken for shortlisted candidates as part of the recruitment process on information available in the public domain. Candidates should disclose anything that may be relevant in line with Keeping Children Safe in Education.

We are committed to meeting the needs of our diverse community and aim to have a workforce reflecting this diversity.

As with all Associate Staff roles at Selby High School, this post is subject to the successful completion of a six-month probationary period.

**Line Management**

The Selby Locality Board Inclusion Lead will be line managed by the principal at Selby High School and will report regularly to the locality board. During this secondment you will be based at Selby High School. Your workload will be overseen by Selby Working Party.

***This job description may be subject to amendment from time to time after consultation with the post holder and without changing the level of responsibility of the post.***

**Personnel Specification**

**Selby Locality Board Inclusion Lead**

|  |  |  |
| --- | --- | --- |
| **Qualification and Training** | **Essential/Desirable**  **E/D** | **How Identified** |
| * Qualified teacher status recognised by the DfE or good Honours degree. | E | Application form and selection process |
| * Current knowledge of Autism, C&I and SEMH, particularly in the context of schools and effective approaches. | E |
| * National SENDCo qualification or other qualifications in SEND. | D |
| * A post-graduate qualification in individual specialist assessment or a current SPLD Assessment Practising Certificate | D |
| **Experience** | **Essential/Desirable**  **E/D** | **How Identified** |
| * Significant measurable impact as a leader of change. | E | Application form and selection process |
| * Successful experience of leading initiatives to engage learners with SEND and/or educators of those learners and raise student achievement | E |
| * Experience of significant partnership working with agencies, staff, parents, families, carers to improve outcomes for pupils with SEND | E |
| * Recent experience of effectively using SEND assessment tools, interpreting and using the results to improve outcomes for pupils with SEND | E |
| * Proven success of implementing specialist strategies to address difficulties in a range of areas including communication, social interaction, sensory regulation and extremes of behaviour | E |
| * Experience of managing own workload to meet conflicting demands and deadlines to ensure completion of tasks | E |
| * Evidence of high-level leadership skills and emotionally intelligent management to get the best out of people | E |
| * Experience of delivering evidence-based interventions that accelerate learning | D |
| * Experience of leading, and being effective, during difficult conversations. | E |
| * Experience of reporting to a board e.g. governors. | D |  |
| * Experience of gathering data and compiling impact reports. | D |  |
| * Experience of supporting other schools and working collaboratively with schools and local authority | D |  |
| **Knowledge, Skills and Abilities** | **Essential/Desirable**  **E/D** | **How Identified** |
| * Excellent working knowledge of the SEND Code of Practice | E | Application and selection process |
| * Knowledge of effective behaviour and attendance management strategies i.e. Working Together to Improve School Attendance Aug 24. | E |
| * Understanding of how different types of provision can work together to meet students’ needs. | E |
|  | E |
| * Able to lead, inspire, motivate and engage staff and students | E |
| * Committed to holding colleagues to account, challenging underperformance and ensuring effective corrective action, support and follow up | E |  |
| * Able to make clear, judicious decisions which may involve tough choices or considered risks | E |
| * Excellent communication skills, both in writing and orally, to a wide range of audiences | E |
| * Able to plan, implement, monitor and evaluate initiatives and policies | E |
| * Able to analyse complex problems, make sound judgements and produce workable solutions | E |
| * Able to analyse and interpret data | E |
| * Able to consider new approaches, ways of thinking and challenges to the status quo | E |
|  | E |
| **Values** | **Essential/Desirable**  **E/D** | **How Identified** |
| * A commitment to comprehensive education, equal opportunities and inclusion for all students. | E | Application form and selection process |
| * A commitment to the importance of all students being part of their school’s community. | E |
| * A passionate commitment to achieving the highest standards for all students. | E |
| * A commitment to early identification and intervention approaches which make learning engaging, challenging, purposeful and effective | E |
| * Fully committed to a close working partnership with all stakeholders | E |
| **Personal Qualities** | **Essential/Desirable**  **E/D** | **How Identified** |
| * Strong ‘moral purpose’ | E | Application form and selection process |
| * Skilled at building and forming productive working relationships with staff, parents and students | E |
| * Shows warmth, care and sensitivity to the needs of others | E |
| * Is professional, self-motivated, hardworking and willing to give freely of time outside of the normal working day | E |
| * Able to inspire confidence and remain positive and constructive under pressure, demonstrating characteristics such as integrity and resilience and a sense of perspective | E |
| * Self-critical and reflective, able to monitor and evaluate both own and the partner schools’ performance and take action to improve or develop them where necessary; confident in celebrating individual and collective success and tackling underperformance | E |
| * Emotionally intelligent | E |
| * Sense of humour and an infectious enthusiasm! | E |
| **Equal Opportunities** | **Essential/Desirable**  **E/D** | **How Identified** |
| * Candidates should indicate an acceptance of, and a commitment to, the principles of Selby High School policies and practices as they relate to employment issues and to the delivery of services to the community | E |  |
| * Commitment to equal opportunities policies relating to gender, race and disability in an educational context | E |  |
| **Circumstances - Personal** | **Essential/Desirable**  **E/D** | **How Identified** |
| * Must be legally entitled to work in the UK (Asylum and Immigration Act 1996). | E | Selection process |
| * No contra-indications in personal background or criminal record indicating unsuitability to work with children/young people/vulnerable clients/finance (DBS check required). | E |
| * Will not require holiday during term time | E |
| **Safeguarding** | **Essential/Desirable**  **E/D** | **How Identified** |
| * Has appropriate motivation to work with children and young people, and can relate to them | E | Enhanced DBS disclosure |
| * Ability to maintain appropriate relationships and personal boundaries with children and young people | E |
| * Displays commitment to the protection and safeguarding of children and young people | E |
| * Good knowledge and understanding of the importance of safeguarding students and the welfare of staff, and of the actions to take if necessary | E |
| * Experience and skills to be trained as a member of the Named Person team | E |

*Selby High School is committed to the protection and safeguarding of children and young people in our recruitment procedures and in all our work across and beyond school. The school adheres to statutory guidelines in respect to safe recruitment. All persons employed by the school, in any capacity, will undergo an enhanced Disclosure and Barring Service (DBS) check, and confirmation of employment is subject to a successful outcome. All teaching staff members recruited by the school have their eligibility to teach checked with the DfE.*