



## JOB DESCRIPTION

<b>Job Title:</b>	School Inclusion Lead
<b>Salary:</b>	TPAT Scale Point 8
<b>Responsible to:</b>	Deputy Headteacher
<b>Direct Supervisory Responsibility for:</b>	None
<b>Important Functional Relationships: Internal/External:</b>	TPAT, Trust Attendance and Inclusion Lead, Local Governing Body, EWO, DSL, Attendance Officer, Pastoral Team, SENDCo, ARB Lead, Teachers, Support Staff, Pupils, Parents/Carers

### Main Purpose of the Job:

- As a key role within our tiered whole school approach to attendance, a vital emphasis will be upon working directly with identified students and their families to improve attendance and engagement with school, particularly for those students from a disadvantaged background.
- To liaise with external agencies to support the family and make referrals as necessary.
- To work closely with the attendance team as part of our staged whole school attendance procedure.
- To support families through regular contact and in the home meetings to help remove any barriers to attendance and to plan support where needs are identified, especially for those students who are disadvantaged and/or vulnerable.

### Main Duties and Responsibilities:

- Attendance
- To support with the implementation of the Attendance Policy, providing appropriate pastoral and administrative support, including first day response.
- To work with the SAHT, Education Welfare Officer and attendance team to identify pupils and families that are struggling to engage with education.
- To facilitate the attendance strategy for groups of students designated by the SAHT.
- To build relationships with the families, working to identify the reasons for the lack of engagement with education and to attempt to resolve them through intervention and liaison with other staff or agencies.
- To create, implement and review action plans with timescales for re-engagement with education.
- To make appropriate referrals based on evidence within our tiered and staged whole school attendance procedure based on set criteria.
- To support learners and their families consistently while recognising and responding to their individual needs.

### Communication and Links

- To act as the school link for identified families and to signpost support and guidance, making referrals to external agencies as required.
- To liaise with the Designated Safeguarding Lead and safeguarding team in relation to safeguarding referrals using knowledge and experience of families with appropriate confidentiality.
- To work with the families of our students requiring specific support, providing a valuable link with key staff both in the learning community and with wider agencies to improve attitudes to attendance and learning with a particular emphasis on disadvantaged and vulnerable learners.

- To communicate effectively with students, employing appropriate counselling techniques and motivational strategies.
- To establish supportive relationships with students to encourage acceptance, inclusion, social integration and individual development, promoting and reinforcing pupils' self-esteem.
- To communicate effectively with parents and carers, conveying timely and relevant information about concerns, attainment, objectives, progress and well-being, as well as making contact when a student is absent.
- To meet with the SENCO/ARB Lead Teacher and/or other appropriate staff on a regular basis to discuss progress, concerns and support regarding individual pupils with additional needs.
- To liaise with colleagues and Education Welfare Officers as required.
- To liaise with the pastoral, House and tutor teams to support them in delivering bespoke attendance initiatives.
- To know what services are available and to signpost where appropriate.
- To attend key meetings where statutory agencies are involved to ensure a multi-agency approach, such as Core Group meetings, Child Protection Conferences, Child in Need meetings and Team Around the Family meetings.
- To carry out home visits where appropriate.

#### **Organisation and Administration**

- To build a rigorous evidence base of intervention by ensuring that all administration tasks, documents, records relating to the role and provision are completed within timescales, ensuring that such documentation is kept up to date and are available for viewing.
- Provide analysis and evaluation of data/and produce detailed reports/information as required.
- To be aware of confidential issues linked to home/pupil/teacher/school work and to ensure the confidentiality of such sensitive information.
- To carry out administrative tasks associated with all of the above duties as directed by the line manager.
- Contribute to class meetings, staff meetings and school-based INSET.

#### **General/Other:**

- To ensure that pupils needs are prioritised and to have a clear sight of how this role impacts on the School's and the Trust's pupils at all times;
- To act as a Trust team member and provide support and cover for other staff where needs arise inclusive of occasional work at other sites within a reasonable travel distance;
- To be aware of and adhere to all Trust policies and procedures;
- To undertake mandatory training as required by the Trust;
- To be responsible for your own continuing self-development and attend meetings as appropriate;
- To undertake other duties appropriate to the post as required.
- To undertake any other duties, commensurate with the grade, as requested by the Headteacher.

This job description is not exhaustive and does not form part of your contract of employment. It has been prepared only for the purpose of school organisation and may change either as your contract changes or as the organisation of the school is changed. Nothing will be changed without consultation. This document will be reviewed annually as part of the appraisal process or as appropriate.

The Trust is committed to safeguarding, promoting the welfare of children and to ensuring a culture of valuing diversity and ensuring equality of opportunities.



**PERSON SPECIFICATION – School Inclusion Lead**

PERSON SPECIFICATION	Essential	Desirable	Recruiting method
<b>Education and Training</b>	<p>High levels of literacy and numeracy</p> <p>Qualified to NVQ Level 2 or equivalent in a relevant area</p> <p>Evidence of commitment to ongoing professional development</p>	<p>Qualified to NVQ Level 3 or equivalent in a relevant area</p> <p>English and Mathematics GCSE (or equivalent) at Grade C or above</p> <p>Training such as mental health, counselling, safeguarding, trauma informed schools</p> <p>Current driving licence, insured with business use and own transport</p>	Application
<b>Skills and Experience</b>	<p>Experience of working with children, young people or families</p> <p>Organisational skills</p> <p>Good communication skills</p> <p>Able to prioritise between different demands</p> <p>Able to work to deadlines</p> <p>Self-motivated, and able to work in a team</p> <p>Excellent interpersonal skills</p>	<p>Experience of working within a school environment</p> <p>Experience of working with young people who may experience barriers to learning and/or attendance</p> <p>Experience in improving attendance and wellbeing of students</p> <p>Experience of working with young people with a range of SEND needs</p> <p>Experience of liaising with external support agencies</p> <p>Experience of family engagement and confidence in building purposeful and positive relationships with parents/ carers</p>	<p>Application</p> <p>Interview</p> <p>Assessment</p>

<p><b>Specialist Knowledge and Skills</b></p>	<p>Demonstrates an awareness, understanding and commitment to the protection and safeguarding of children and young people</p> <p>Demonstrates an awareness, understanding and commitment to equal opportunities</p> <p>To show knowledge of and apply a range of approaches to working with families impacted by SEN.</p> <p>To assist colleagues to understand circumstances affecting learners and their families</p> <p>Demonstrate a good understanding and level of experience of working within teams of professionals with the young person in mind</p> <p>Knowledge of the different agencies and organisations involved in a young person's care or who can provide support</p>	<p>Knowledge of a range of issues relevant to education, attendance, SEND and mental health</p> <p>Able to react and deal effectively with challenging or unpredictable behaviours</p>	<p>Application Interview Assessment</p>
<p><b>Behaviours and Values</b></p>	<p>Be willing and flexible to work independently in a reasonable manner</p> <p>Constructively support the positive ethos of the school by being self-aware and taking personal responsibility for being part of the broader team</p>		<p>Application Interview Assessment</p>

	<p>Effective team player</p> <p>Trust and Integrity</p> <p>Highly resilient with a positive outlook</p> <p>The desire to undertake further training as required in order to effectively perform the duties in a changing and challenging environment</p> <p>To act as a positive role model for students, actively demonstrating our values and attitudes and setting clear expectations for standards of behaviour</p>		
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