

**GLF Schools – Primary SEND and Inclusion Lead (Part-time) (Fixed term)**

**For more information, contact Becky Jones - [r.jones@glfschools.org](mailto:r.jones@glfschools.org)**

<b>Job Title</b>	Primary SEND and Inclusion Lead	<b>Job Reference</b>	
<b>Location</b>	GLF have primary schools in location that range geographically from Banbury to West Sussex.	<b>Travel required</b>	Yes (remote working considered for some elements of the role)
<b>Core purpose</b>			
To improve the quality of provision and holistic outcomes for children who are disadvantaged and children with SEND across GLF Primary schools.			
<b>Key Accountabilities</b>			
<ul style="list-style-type: none"> <li>● Work in partnership with the Director of Inclusion, Primary Regional Directors and school-based leaders to ensure all children, in all their diversity, are enabled to experience the joy of learning, know they belong and feel valued in their school community.</li> <li>● Contribute to researching, developing, piloting and codifying the inclusive provision available across GLF primary schools, including targeted and specialist provision as part of our graduated approach.</li> <li>● Contribute to the implementation of the strategic plan for SEND and inclusion, prioritising targeted ‘support and challenge’ in identified schools.</li> <li>● Support schools to make optimum use of the provision available within the local offer.</li> <li>● Support the improvement of teaching and learning for children with SEND and those who are disadvantaged including supporting schools to make decisions about provision mapping, interventions and the deployment of Teaching Assistants.</li> <li>● Support school leaders including SENCOs and Headteachers with complex cases, including special school transitions, EHCP consultations, complaints, children with SEND at risk of recurrent suspensions or permanent exclusion.</li> <li>● Identify strong performance and progress in Inclusion and SEND leadership, teaching, learning and assessment practices and curriculum in relation to children with SEND.</li> <li>● Work collaboratively with colleagues within the education team to support effective communication at all levels in relation to excellent inclusive practice and provision.</li> <li>● Contributes to bespoke support for individual SENCOs who are ‘new to role’ or who are the subject of a ‘Support Plan’ which may include additional coaching, school visits, support in parent meetings, facilitating opportunities for observation of good practice in other schools.</li> <li>● Stays abreast of research and development in SEND provision and services within the Local Offer and disseminates this information to SENCOs; sharing approaches that may be beneficial to all schools with the SEND Strategic Lead and other cluster inclusion leads.</li> <li>● Ensures positive relationship is maintained with LA SENOs, Advisory teachers, Parent Carer Forums etc., primarily through supporting SENCOs to care for these relationships.</li> <li>● Is a key point of contact for external agencies with service agreements with the trust e.g. Educational Psychologists.</li> <li>● Ensures that learning and reflection at school-level contributes to the ongoing development of the trust.</li> <li>● Supports SENCOs and Inclusion Leaders to prepare for SSB meetings and attends as relevant.</li> </ul>			

- Deliver professional development programmes through the Teaching School Hub or SCITT programme as required.

#### **Key Accountabilities - in schools**

- Support leaders at all levels to ensure the implementation of the Trust's vision, principles and practise for disadvantaged children and those with SEND.
- Support Inclusion Leaders, SENDCOs, and other colleagues in our schools, in their own professional development.
- Support Inclusion Leaders, SENDCOs and school leaders to develop their knowledge and skills in relation to strategic planning for disadvantaged children and those with SEND.
- Use knowledge of effective practice to develop leaders and teachers of all children to deliver high quality inclusive education.
- Organise and deliver evidence-based training and development for SENCOs and Inclusion leaders.
- Quality assures and approves school's response to EHCP consultations, where requested
- Quality assures school reports and polices related to inclusion where required.
- Contribute to the leadership of the professional development and supervision of SENCOs through network meetings, peer-reviews and school improvement visits, and contribute to trust-wide professional development offer including facilitating PD groups with Educational Psychologists, SEND Reviews and supervision.

#### **Expectations**

- Be an excellent role model to all teachers and leaders across our schools.
- Be up to date with current educational thinking and research in SEND and inclusion.
- Demonstrate proactive habits around personal self-study and development.
- Be flexible to meet the changing demands of the role across the cluster.
- Provide leadership and high-quality support to develop the skills and knowledge of SENCOs, Inclusion Leaders and teachers.
- Operate flexibly within the dual reporting/accountability structure. This means that the post holder may be expected to carry out work that is not specified in the job profile, but which is within the remit of the duties and responsibilities.
- GLF Schools expects its employees to work flexibly across the cluster within the framework of the duties and responsibilities specified above.

#### **Safeguarding**

GLF Schools is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and volunteers to share this commitment. The successful candidate will have to meet the person specification and will be required to apply for a DBS disclosure. We particularly welcome applicants from under- represented groups including those based on ethnicity, gender, transgender, age, disability, sexual orientation or religion.