

	<p align="center"> St Michael's Catholic Primary School <i>(part of Our Lady of Grace Catholic Academy Trust)</i> Howard Road London E6 6EE Tel: 0208 472 3964 Email: info@st-michaels.newham.sch.uk www.st-michaels.newham.sch.uk www.ourladyofgraceacademy.org.uk </p>	
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SENDCO/Inclusion Leader

Job Description

Post title: SENDCO/Inclusion Leader

Grade: MPS/UPS + Inner London Allowance + SEND Allowance

Responsible to: Head Teacher

Responsible for: Inclusion/SEND

The Inclusion Leader is required to carry out the duties of a schoolteacher as set out in the School Teachers' Pay & Conditions Document and to meet all Teacher Standards. The Inclusion Leader will be a member of the School Leadership Team.

Equality and Diversity

We are committed to and champion equality and diversity in all aspects of employment with Our Lady of Grace Catholic Academy Trust. All employees are expected to understand and promote equality and diversity in the course of their work. To share in the corporate responsibility of the well-being and discipline of all pupils. Through the promotion of teamwork, collaboration and co-operation, be a key member of staff in supporting and enabling colleagues to work in this way.

The Inclusion Leader is expected to support the leadership of the school to:

- Lead the strategic and day-to-day operation of SEND provision across the school
- Identify pupils with additional needs and implement, review and monitor individual support plans
- Coordinate interventions, assessments, and referrals with staff, parents, and external agencies Provide CPD and guidance to build SEND capacity within the teaching team
- Maintain compliance with the SEND Code of Practice and relevant legislation
- Play a key part in the pastoral and safeguarding framework of the school
- Realize the vision, values and aims of the school through robust school self-evaluation, clear school improvement planning and strong professional practice
- Manage staff and resources
- Monitor progress towards their achievement
- Implement child protection policy and procedures and ensuring all children are safeguarded

Duties and Responsibilities:

- Lead inclusion so as to secure high expectations, effective deployment of resources and improved learning outcomes for all pupils
- Identify students that may be in need of additional support

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- Lead on the EHCP process, ensuring statutory requirements are met, including leading annual reviews.
- Maintain the school's SEND register.
- Plan and deliver interventions for specific pupils, both 1:1 and in small groups
- Attend a range of child protection/safeguarding meetings as required
- Lead person for Equalities, More Able and EAL
- Lead for School Council
- To work closely with curriculum leaders to make sure that the curriculum is relevant, accessible and engaging for all pupils.

Support for pupils with SEN or a disability

- Identify a pupil's SEND
- Co-ordinate provision that meets the pupil's needs, and monitor its effectiveness
- Secure relevant services for the pupil
- Ensure records are maintained and kept up to date
- Review the education, health and care plan (EHCP) with parents or carers and the pupil
- Communicate regularly with parents/carers
- Ensure if the pupil transfers to another school, all relevant information is conveyed to that school, and support a smooth transition for the pupil
- Promote the pupil's inclusion in the school community and access to the curriculum, facilities and extracurricular activities
- Work with the designated teacher for looked-after children (LAC), where a looked-after pupil has SEN or a disability

Key Accountabilities

Strategic Development

- As Inclusion Leader and a member of the School Leadership Team to contribute to the development of strategies, policies and practices aimed at raising standards of attainment and achievement throughout the school.
- To provide regular progress updates to SLT in relation to Inclusion, SEN, EAL, More Able and pastoral care to ensure we are fully aware of all associated successes, issues and concerns.
- Liaise with the SEND governor keeping him/her informed of Education Health Care Plans, Inclusion Action Plans, More Able Action Plans and EAL Action Plans providing information to inform decision-making and policy review.

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- To assist with the formulation, communication and monitoring of the School Improvement Plan, particularly in relation to inclusion, ensuring concerns and ideas are considered, and that all staff understand our priorities and the part they play in achieving these.
- To regularly update and monitor the effectiveness of our Inclusion and safeguarding policies including SEN, Safeguarding and Equality Plan
- To lead on aspects of the School Improvement Plan.

Teaching and Learning

- To develop, with colleagues, effective ways of overcoming barriers to learning and sustaining effective teaching through the analysis and assessment of pupil needs.
- Team-teach as required to support children's access to an appropriate curriculum. To deliver small group tuition for pupils identified as requiring extra provision.
- Monitor pupil achievement and set targets for improvement so as to raise standards of pupils' learning and achievement. This will involve using the school's pupil tracking systems, including maintaining provision mapping for the school.
- To maintain good partnerships between parents and school and liaise effectively with external agencies so as to promote and secure maximum support for pupil learning.

Leading and Managing Staff

- To take part in the recruitment and selection of staff.
- To undertake administrative duties and to become familiar with the MIS system (Arbor)
- To attend governing body meetings when necessary.
- To lead staff meetings, staff INSET and parents' meetings as appropriate.
- To take a leading role in appraisal; to monitor planning/work, target setting, assessment and classroom practice; to mentor staff and/or trainee teachers or teaching assistants.
- To offer advice and support to teaching colleagues regarding their training needs, in line with priorities set out in the School Improvement Plan, including planning and leading training and development opportunities related to the inclusion.
- To work alongside other leaders and advisory staff involved in supporting the development of inclusive practice across the school.

Parents and the community

- To work in partnership with other leaders to ensure the school develops and maintains strong relationships with parents and carers.
- To encourage parents to support their child's learning through attendance at school events and organising relevant workshop/drop-in sessions.

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Managing own performance and development

- Demonstrate resilience and resourcefulness.
- Take responsibility for own professional development and attend and participate in relevant training, sharing the knowledge and ideas gained with colleagues

Use of Resources

- To identify appropriate resources to promote and support the achievements of all children and ensure they are used efficiently, effectively and safely.
- Oversee and monitor appropriate budget allocations in liaison with the Headteacher and Office Manager.
- Deputy designated person for safeguarding including child protection to include: ensuring that safeguarding practice, policies, procedures, systems and training are robust, up to date and implemented by all staff.

Safeguarding

- Liaise and collaborate with the designated safeguarding lead (DSL) on matters of safeguarding and welfare for pupils with SEN
- Remain alert to the fact that pupils with SEN may be more vulnerable to safeguarding challenges

Additional responsibilities and general requirements

- Undertake any professional duties commensurate with the grade of the post, reasonably delegated by the Headteacher, including deputising for other members of the school leadership team in their absence
- Work in co-operation with colleagues and establish and maintain good relationships with staff and children

The role of the Inclusion Leader will be reviewed annually and possibly amended according to the changing needs of the school. These changes will be made in consultation with the Headteacher.

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CRITERIA	QUALITIES
Qualifications and training	<ul style="list-style-type: none"> • Qualified Teacher Status • Hold the existing NASENCO qualification OR be willing to obtain the new NPQ (for SENCOs) within three years of appointment • Qualification or relevant experience working with children with SEND or other support needs (e.g. short-term behavioural problems)
Experience	<ul style="list-style-type: none"> • Experience working in a school environment or other educational setting. This position is not suitable for an Early Career Teacher. • Experience working with children / young people with SEND and/or short-term difficulties (e.g. behavioural difficulties, mental health, physical disabilities) • Experience supporting and working with parents of young people with SEND / additional needs • Experience planning and delivering targeted interventions • Experience of the EHCP process
Skills and knowledge	<ul style="list-style-type: none"> • Understanding of the graduated approach to SEND • Assessment of individual pupils • Tailoring plans and interventions to individual pupils • Assessment and other data analysis and tracking • Knowledge of external agencies in the local area who may be called on • Safeguarding of children and young people

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<p>Personal qualities</p>	<ul style="list-style-type: none"> • Commitment to getting the best outcomes for pupils and promoting the ethos and values of the school • Commitment to equal opportunities and securing good outcomes for pupils with SEN or a disability • Ability to be flexible • Ability to work under pressure and prioritise effectively • Commitment to maintaining confidentiality at all times • Commitment to safeguarding and equality • Ability to problem solve and be creative • Patient and calm • Desire to provide the best possible opportunities for all pupils • Able to create good relationships with children, staff, parents and external agencies • Organisation, time management, proactive and self-motivated
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