



Rose Hill Primary School

Where Children Flourish

Part of the



Inclusion Manager/SENDCo Job Description

Post: Inclusion Manager/SENDCo

FTE: 0.6

Pay Scale: MPS/UPS + SEN allowance

Responsible to: Headteacher.

Job purpose: To assist in the promotion, direction and oversight of high standards of quality first

teaching and learning, pupil achievement and progression through effective inclusion for children with special educational needs.

Responsible for: Inclusion team including Teaching Assistants

Note: In the context of this Job Description, children with special educational needs are deemed to include:

- Pupils on the school's Special Educational Needs Register;
- Pupils with identified specific learning difficulties;
- Children with EHC plans;
- 'Children we care for' children (designated teacher).
- Pupils who the Headteacher considers have previously received, for any reason, an inadequate or compromised education.

Duties:

The duties outlined in this job description are in addition to those covered by the most recent School

Teachers Pay and Conditions Document. It may be modified by the Headteacher, after discussion with you, to reflect or anticipate changes in the job, commensurate with the salary and job title

Strategic direction and development:

1. 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 children irrespective of background, ethnicity, gender or disability;
2. Help lead and manage the creation and implementation of the school strategic plan which identifies priorities and targets for ensuring children achieve high standards and make progress, increasing teachers effectiveness and securing school improvement and to take responsibility for appropriately delegated aspects of it;
3. Support the development and evaluation of the effectiveness of the school's policies and developments and analyse their impact on children who have special educational needs;

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4. Raise standards of individual pupil achievement and ensure that good attainment is maintained by providing a model of high quality teaching;
5. Develop and maintain good relationships with parents/carers, outside agencies and the local community;
6. Liaise effectively with external agencies and advocate for children's needs
7. Apply for EHC plans / additional funding.
8. Ensure the effective and proficient use of pupil data from a variety of sources, both internal and external, in the process of target setting;
9. Ensure that parents/carers are well informed about the curriculum, targets, individual children progress and achievement;

Teaching and learning

1. Identify and support teachers to adopt the most effective teaching approaches for those children with special educational needs;
2. Monitor teaching and learning activities to meet the needs of children with special educational needs;
3. Ensure children with SEND are identified and support is put in place as early as possible.
4. Seek advice from external agencies and support all staff in its implementation.
5. Liaise with other schools to ensure continuity of support and learning when transferring children with special educational needs.

Recording and assessment

1. Set targets for raising achievement among children with special educational needs in partnership with child, parents/carers and teachers;
2. Collect and interpret specialist assessment data;
3. Set up systems for identifying, assessing and reviewing special educational needs;
4. Update the Headteacher and governing body on the effectiveness of provision for children with special educational needs;
5. Develop understanding of learning needs and the importance of raising achievement among children;
6. Attend consultation evenings and keep parents/carers informed about their child's progress.

Leadership

1. Be a member of the school's senior leadership team
2. Encourage all members of staff to recognise and fulfil their statutory responsibilities to children with special educational needs;
3. Provide training opportunities for all staff to learn about special educational needs;
4. Disseminate good practice in special educational needs across the School;
5. Identify resources needed to meet the needs of children with special educational needs and advise the Headteacher of priorities for expenditure.

Standards and quality assurance

1. Support the aims and ethos of the school;
2. Set a good example in terms of dress, punctuality and attendance;
3. Attend and participate in open evenings and student performances;
4. Uphold the school's behaviour code and uniform regulations;
5. Participate in staff training;
6. Attend team and staff meetings;

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7. Develop links with governors, the River Learning Trust and neighbouring schools.

Maintenance of Professional Standards:

1. Keep yourself fully appraised and aware of educational and other appropriate developments whether national or local, and assess their impact on the school and the team for which you are responsible;
2. Ensure the highest standards of professional conduct and confidentiality at all times, and in particular when with other staff of the school;
3. Ensure the development and maintenance of a team culture that enables all members of the Leadership Team to be effective in their respective roles;
4. Ensure the development and maintenance of a collaborative culture which demonstrates loyalty and integrity towards school leaders.

Other Duties and Responsibilities:

Undertake any other reasonable professional task as directed by the headteacher.

The River Learning Trust and Rose Hill Primary school are committed to safeguarding and promoting the welfare of all children and preventing extremism. All staff must ensure that the highest priority is given to following the guidance and regulations to safeguard children and young people. The successful candidate will be subject to an enhanced DBS check. Employment will also be conditional on the receipt of at least two acceptable references (one from current/latest employer) and evidence of the formal qualifications required for the role. The River Learning Trust is an equal opportunities employer and we welcome applications from a range of backgrounds to represent diversity in line with our schools' community. It is an offence to apply for certain roles within schools if you are barred from engaging in regulated activity relevant to children. You should contact the school if you are unsure if this role includes regulated activity relevant to children.

For all RLT Safer Recruitment Documentation candidates should click on the following link [RLT Safer Recruitment Documents for Candidates](#)

This post is exempt from the Rehabilitation of Offenders Act 1974 and the amendments to the Exceptions Order 1975, 2013 and 2020. Which means that when applying for certain jobs and activities certain spent convictions and cautions are 'protected', so they do not need to be disclosed to employers, and if they are disclosed, employers cannot take them into account. For further guidance for applicants click on the this link [List of offences that are not filtered](#)

Our staff are expected to maintain high standards of ethics and behaviour, within and outside school, by not undermining fundamental British values including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.

June 2022

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