



Batley Multi Academy Trust

Batley Girls' High School
Upper Batley High School
Healey Junior, Infant and Nursery School
Field Lane Junior, Infant and Nursery School
Batley Grammar School

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Ensuring Exceptional Educational Outcomes For All



BATLEY GIRLS'
HIGH SCHOOL
VISUAL ARTS COLLEGE

Job Title: Senior Inclusion Leader	Grade: Grade 9 (Pending Job Evaluation)
Department: Inclusion	Accountable to: SENDCo
Contractual Terms: Permanent	Responsible for: Inclusion Offer

Overall Purpose of the Job:

- To lead, plan and deliver the Inclusion programme under the direction of the SENDCo
- To Line Manage the Inclusion Team and ensure that there are clear, transparent and effective ways of working which adhere to school policies, ethos and values.
- To oversee the day to day operation of the Inclusion Space in an effective & professional manner, ensuring the space creates an inclusive ethos.
- To work with pupils removed from lessons, creating and maintaining a calm environment where pupils reflect on the choices they have made and the consequences of these choices.
- To liaise with the SENDCo and other relevant colleagues to review procedures as necessary and to create a collaborative approach to student support.
- To support and supervise pupils working in the Inclusion space, ensuring that relevant work for the students to complete is received from all class teachers.
- As part of this specialist team, the Senior Inclusion Leader plays an important role in helping to create a stimulating, safe and structured environment in which our students can realise their potential.
- To provide practical support for learning and other school activities, helping students to develop their academic, social and emotional skills. This will involve working with small groups and /or individual students in and out of the classroom.

Key Duties and Responsibilities:

1. To oversee the day to day operation of the Inclusion Space, creating bespoke timetables of intervention and support for students.
2. To support the inclusion team to ensure provision is timely, appropriate and impact measured accurately.
3. To ensure families/ carers of students are regularly contacted and are involved in the identification of students' needs, setting of targets and monitoring of progress in all areas. Students, families and school staff are provided with support and advice to achieve positive outcomes and meet the needs of young people.
4. Ensure students are engaged in all learning activities, learn effectively and make good progress.

5. Ensure students are supported and managed appropriately: during lessons, break times, lunchtimes; on school visits and activities.
6. Ensure that support is given to students and that they are successfully integrated into lessons after a period of supportive withdrawal from lessons and maintaining high expectations of all students.
7. To provide individual assistance within small groups through implementing behaviour plans, individual education plans and teaching strategies etc., to maximise their achievements.
8. To contribute to plans, reviews and evaluations for students by writing reports on students/ students progress and attendance at meetings.
9. To coordinate and manage the administration relating to inclusion and behaviour.
10. To liaise with the Pastoral team and SLT regarding referrals to the Inclusion/Wellbeing Space.
11. To develop restorative practices with the students to ensure they are aware of the mistakes they have made and how they can prevent them from recurring.
12. To support the planning and delivery of interventions designed to support students with SEMH difficulties.

School/General:

1. Take reasonable care of the health and safety of self, other persons and resources whilst at work.
2. As appropriate, to assist with the induction and mentoring of new staff within the remit of the role.
3. To undertake relevant training and development as required from time to time by the CEO or Headteacher, and be involved in ongoing development reviews of skills and competencies.
4. To undertake any such duties commensurate with the post as directed by the CEO or Headteacher.
5. The postholder is required to uphold and promote the Trust's policy on Data Protection, being mindful of their responsibilities under the act in processing personal data and of the implications of unauthorised disclosure
6. The postholder is required to uphold and promote the Trust's policy relating to Equality of Opportunities and other policies designed to protect employees or stakeholders from harassment.
7. As part of the wider duties and responsibilities, the post holder is expected to promote and actively support the Trust's responsibilities towards safeguarding.
8. This post is subject to an Enhanced Disclosure and Barring Service Check for Regulated Activity.

Additional Information

As part of the wider duties and responsibilities, the post holder is expected to promote and actively support the school's responsibilities towards safeguarding.

A good knowledge and understanding of the General Data Protection Regulation (GDPR) and a willingness and commitment to ensure compliance of this regulation and any associated data-related legislation.

Develop and maintain an awareness of mental health issues affecting both colleagues and students and act in a supportive way that helps others and enables them to be open about any issues affecting them.

The following section is the requirements for the job and lists the essential and desirable requirements needed in order to do the job. Applicants will be shortlisted solely on the extent to which they meet these requirements.

Please note:

E = Essential criteria to be able to undertake the job

D = Not essential to undertake the role but would be beneficial

A = Application Form

I = Interview/Assessment process

Criteria		Essential/ Desirable	How Assessed	
Qualifications:	Qualified to degree level or relevant substantiated experience	D	A/I	
	The role requires a Level 3/ A-Level qualification, or equivalent.	E		
	Level 2 Certificate in Safeguarding Children	E		
	Evidence of recent professional development relevant to the post	D		

	Willingness to attend relevant training courses	D		
Experience:	<p>Considerable experience of working with young people and families</p> <p>Considerable experience of working successfully with disaffected students, including those with challenging behaviour</p> <p>Considerable experience of working within an educational/multi agency setting</p>	<p>E</p> <p>E</p> <p>D</p>	<p>A/I</p> <p>I</p>	
Knowledge and Statutory Requirements:	<p>The post holder requires specialist theoretical and practical knowledge of the Trust's policies, processes and procedures in connection with GDPR, safeguarding, special education needs and understanding of child development and pastoral issues, including transition and intervention, and the education system.</p> <p>The post holder requires a reasonably practical level of the statutory requirements in relation to The Children's Act 1989.</p>	<p>E</p> <p>E</p>	<p>A/I</p> <p>I</p>	
Planning, Organisation and Mental Challenge:	<p>The role requires analytical skills and an ability to interpret information or situations in order to solve difficult problems as required.</p> <p>Ability to develop and implement bespoke behaviour management programs.</p> <p>Ability to assess and review young people and family circumstances and make plans.</p> <p>Ability to plan and prioritise own workload and manage conflicting demands.</p>	<p>E</p> <p>E</p> <p>E</p> <p>E</p>	<p>A/I</p>	
Empathy & Social Intelligence:	<p>The post holder requires self-awareness, self-management, social awareness and relationship management skills.</p> <p>The post holder will need to have the ability to accurately read, anticipate and understand the needs of the most complex and vulnerable students.</p>	<p>E</p> <p>E</p>	<p>A/I</p>	
Interpersonal & Communication:	The role requires developed interpersonal skills to engage constructively with, and relate to a wide range of young people, parents/carers, from different backgrounds, establishing positive relationships with families when tackling complex issues.	E	A/I	

	Excellent persuasive, influencing and networking skills with the ability to handle difficult situations with sensitivity, confidentiality and discretion at all times, combined with a calm personality, practical approach and sound judgement. Confident and enthusiastic.	E E		
Physical Skills and Demands:	Work in an office and classroom environment. The post holder is expected to have good keyboard skills in order to accurately input student information.	E E	A/I	
Initiative & Independence:	The post holder will be expected to organise their own work and will be required to respond to unanticipated problems and situations independently. Ability to identify potential barriers to learning and jointly engage in strategies to overcome these barriers. Ability to work autonomously and flexibly. Ability to engage in joint goal setting with individual students as part of the learning action planning process.	E E E E	A/I	
Emotional Challenge and Resilience:	The post holder will be expected to deal with students who may frequently face significant emotional challenges in the role.	E	A/I	
Personal Qualities:	Ability to be a good role model to young people - demonstrate and promote positive values, attitudes and behaviour. Ability to think originally and creatively. Commitment to raising achievement and improving the educational experiences of all students. Proactive and self-motivated. Ability to work well in a team. Resolution and problem solving. Effective time management. Ability to work confidentially and with discretion.	E E E E E E E	I	

Responsibilities for Resources:

Line Management Responsibilities: The post holder will line manage the Inclusion leader.

Financial Responsibilities: The role involves no direct responsibility for financial resources.

Physical Resources: The post holder has some responsibility for the care, accuracy, confidentiality and security of student information.

Responsibility for Policy Development: The post holder will have no direct responsibility for policy development, but will be expected to be involved in policy consultation.

Responsibility for Student Outcomes: The post holder has considerable impact on the educational outcomes of students.

Responsibility for people: The role involves considerable direct impact on the wellbeing of students or groups of people.

Working Conditions: The post holder works in an office environment and can have considerable exposure to people issues throughout working day.

Main Contacts: The post holder must always project a professional image when dealing directly with the CEO/Vice/Headteacher, SLT, MLT, teachers, Governors, parents/carers, external bodies and colleagues.

Characteristics of the post:

The employment checks required of this post are:

- Evidence of entitlement to work in the UK
- Evidence of essential qualifications
- Two satisfactory references
- Evidence of a satisfactory safeguarding check e.g. an Enhanced Disclosure and Barring Service Check for Regulated Activity
- Confirmation of medical fitness for employment as required
- Registration with appropriate bodies (where applicable)

Date Completed: May 2022

Signature of Post holder:

Date:

This is a description of the job as it exists at present; All Trust Job Specifications are reviewed and are liable to variation in consultation with the post-holder in order to reflect future developments, roles and organisational change.

We recognise and welcome our responsibility to remove any barriers in our Recruitment and Selection process for disabled candidates. We have tried to do this, but if you have a disability and identify any barriers in the job specification, please tell us of these in your application. We are committed to making reasonable adjustments to the job wherever possible and it would help us to know your needs in order to do this.

Where criteria are to be identified through the "Selection Process", this may involve written exercises, group discussions, presentations, interview, etc.

