

Job Description

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| Title of post | Specialist Leader for Access and Inclusion <i>(Harrogate, Knaresborough & Ripon (HKR) Locality)</i> |
| Salary | NJC Scale N: £48,471- £52,504 (FTE) |
| Hours of work | 37 hours per week – All Year Round. <i>Term Time Only plus additional weeks would also be considered</i> |
| Line manager and responsible for reviews | <i>The Chair of the Harrogate, Knaresborough and Ripon Locality Board Based at Harrogate High School</i> |

Purpose of the Post

Northern Star Academies Trust seek to recruit the very best people to work across our Trust Partnership. The Specialist Leader for Access and Inclusion for the Harrogate, Knaresborough and Ripon Locality will assume a pivotal role in spearheading initiatives aimed at enhancing student attendance across Primary and Secondary schools. This strategic position necessitates close collaboration with the Local Authority, school leaders, attendance officers, and all stakeholders to combat persistent absenteeism, harmonise attendance policies, and offer specialised support for students with Special Educational Needs.

Main Duties/Responsibilities

Strategic Leadership and Partnership

- Work strategically with the Local Authority and schools to develop and implement initiatives addressing attendance issues and inclusion challenges.
- Support schools to develop approaches that supports reintegration, and maintain the attendance of, children who are moving between settings. This includes places agreed through Fair Access arrangements.

Policy Alignment and Improvement:

- Collaborate with school leaders and the Local Authority to assess and refine school attendance policies and procedures, ensuring alignment with best practices and statutory requirements.
- Conduct workshops and training sessions to guide schools in implementing effective attendance policies.

Centralised Support:

- Serve as a focal point of contact for school attendance officers, providing guidance, resources, and support in tackling attendance challenges.
- Establish regular communication channels to promote collaboration among schools in the HKR Locality.

Attendance Data Analysis:

- Analyse and monitor attendance data across the locality, identifying trends and areas of concern.

- Generate comprehensive reports to inform decision-making and guide targeted interventions, with a particular focus on students with Special Educational Needs.

Barriers Identification, Reintegration Plans, and Special Educational Needs:

- Collaborate closely with the Local Authority, schools, pupils and parents to identify attendance barriers, considering underlying Special Educational Needs, especially SEMH.
- Work in conjunction with Special Educational Needs Coordinators (SENCOs) to devise and implement individualised reintegration plans addressing specific SEND challenges.

Capacity Building and Training:

- Develop and deliver training programs for school support staff, emphasising the identification and support of students with Special Educational Needs, particularly SEMH.
- Include training on recognising and addressing emotional-based school avoidance within the context of SEND.
- Establish support networks among school leaders and attendance officers, leveraging best practices and fostering mutual support to enhance attendance strategies and outcomes across the HKR Locality.
- Identify appropriate opportunities to signpost students and families to relevant external agencies or support services, ensuring timely and effective referrals to address additional needs beyond the scope of the school environment.

Professional Development:

- Pursue opportunities for continual skill enhancement, qualifications, and/or experience relevant to the role, with support from the school.
- Participate in the school's appraisal procedures to facilitate professional growth.

Safeguarding:

- Adhere to statutory safeguarding guidance and the school's safeguarding and child protection policies.
- Be vigilant for instances when persistent absence indicates safeguarding concerns, necessitating early intervention.
- Collaborate with the designated safeguarding lead (DSL) to safeguard the best interests of pupils.
- Enhanced DBS clearance is required.

Communications:

- Communicate effectively with a range of stakeholders who may have differing needs and views.
- Communicate effectively with all pupils, families, carers and other agencies / professionals.
- This role involves spoken communications so a confident use of English Language is required.

Line Management:

The Specialist Leader for Access and Inclusion will be line managed by, and directly accountable to, the Chair of the Harrogate, Knaresborough and Ripon Locality Board.

The host school will be Harrogate High School, part of Northern Star Academies Trust.

Professional Responsibilities for all Associate and Teaching Staff:

- Work within the NSAT Conditions of Service
- Support and promote the ethos, policies and development plan of the Academy/Trust
- Take part in performance management procedures within the Academy/Trust
- Attend and contribute to appropriate professional development meetings and training activities
- Undertake whatever other duties might reasonably be requested by the Headteacher or Line Manager subject to appropriate competence and training

Method of Working

Northern Star Academies Trust expects all staff to work effectively as part of a team or teams. As a minimum, this requires dealing with people politely and tactfully, communicating with colleagues both formally and informally, modelling the Trust's Code of Conduct and reflecting the Trust's values at all times.

You must carry out your duties with due regard to current and future policies, procedures and relevant legislation. These will be drawn to your attention in your induction period, ongoing performance reviews and through Trust communications. All staff are required to maintain confidentiality as required.

This job description will be reviewed regularly and may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the role in relation to the post holder's professional responsibilities and duties.

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