



## **Inclusion Leader – Job Description**

**Salary:** Teacher's Pay Scale + TLR 2a

**Contract type:** Teacher's Pay and Conditions

**Contract term:** Permanent

**Responsible to:** Headteacher and Deputy Headteacher

### **Job Purpose**

- To be part of the Wider Leadership Team, positively supporting the aims and ethos of the school.
- To take responsibility, with the support of the Senior Leadership Team, for the day-to-day operation of the provision made by the school for pupils with SEND, EAL, PP and LAC.
- To provide professional guidance in the area of SEND in order to secure high quality teaching and the effective use of resources to bring about improved standards of achievement for all.
- To be the school's designated teacher for looked-after and previously looked-after children.
- To be a Deputy Designated Safeguarding Lead within the Safeguarding Team.
- To carry out the role of Pastoral/Wellbeing Team Lead within the School.
- To be a Team Leader/Line Manager for identified support staff.
- As part of the Leadership Team to develop, implement and review SEND, EAL and Pupil Premium strategies and policies.
- To take an active role in whole school improvement developments in line with school self review and evaluation.
- To monitor and evaluate teaching and learning provision and progress made in achieving targets of identified pupils with additional needs and other vulnerable groups.
- To lead the development of colleagues through the provision of high quality professional development.
- To work closely with colleagues to develop, implement and review policies, practices and action plans which reflect the school's commitment to high achievement and improving pupil outcomes.
- To work alongside the Deputy Headteacher, to oversee the provision for pupils in receipt of the Pupil Premium.

The Inclusion Lead will have a teaching commitment and be expected to take responsibility and provide effective teaching and learning for allocated pupils determined on an annual basis by the Headteacher and in accordance with the duties listed below.

### **Duties:**

- As stated within the latest School Teachers' Pay and Conditions document. The post holder will be expected to undertake duties in line with the professional standards for qualified teachers taking account of their current position on the pay spine.

## **1. Strategic Direction and Development**

*Within the context of the school's aims and policies, the Inclusion Leader supports the development and implementation of school policies, plans, targets and practices.*

- Establish a clear and ambitious vision for SEND and Inclusion, drawing up the Inclusion Development Plan consistent with the School Development Plan, identifying clear targets and success criteria.
- Have a strategic overview of provision for pupils with SEND across the school, monitoring and reviewing the quality of provision, ensuring that it is inclusive at all levels, including behaviour management approaches.
- Promote high standards in SEND provision and support, providing information and guidance as appropriate, leading by example.
- Maintain an up-to-date knowledge of national and local initiatives which may affect the school's policy and practice, including the SEND Code of Practice, disseminating information to staff and ensuring that the school's SEND provision meets the requirements set out.
- Write and review the SEND and Inclusion policies, ensuring that they translate into effective practice and are fully aligned with the SEND Code of Practice.
- Devise, implement and evaluate systems for identifying, assessing and reviewing pupils' SEND in relation to the school's policy.
- Contribute to school self-evaluation, particularly with respect to provision for pupils with SEND, EAL, PP and LAC.
- Meet with other members of SLT and the wider staff, to review the progress and needs of pupils with SEND.
- Hold and organise SEND Planning Meetings to discuss SEND children.
- Evaluate whether funding is being used effectively and propose changes to make more effective use of funding.
- Work with the Senior Leadership Team to convene regular support staff meetings with agendas and minutes circulated to team members.
- Ensure that the Disability Discrimination Act and Equality Objectives are regularly monitored and reviewed.
- Participate in meetings which relate to the school's management, curriculum, administration or organisation.
- Maintain the positive ethos and core values of the school, both inside and outside the school.

## **2. Operation of the School's SEND and Inclusion Policies and Coordination of Provision**

- Coordinate the identification and assessment of children's SEND, ensuring that they are assessed at the appropriate stages of the Code of Practice and that assessment is recorded on the correct formats.
- Set up systems for identifying, assessing and reviewing pupils with SEND, those receiving intervention and other vulnerable pupils.
- Organise and oversee SEMH interventions for individuals and groups.
- Analyse attainment and progress data for pupils with SEND, EAL, PP, LAC, and other vulnerable pupils, setting clear targets for improvement of pupils' achievement and monitor pupil progress towards these targets.
- Implement and lead intervention groups for pupils with SEND and evaluate their effectiveness.
- Assess the impact of interventions and coordinate Individual Support Plans for identified pupils.
- Maintain an accurate SEND register and oversee the records of all pupils with SEND and other vulnerable pupils, including but not limited to, individual provision maps.

- Provide support for staff to ensure that they plan effectively, to meet the needs of pupils with SEND and prepare, implement, monitor and review Individual Support Plans.
- Work alongside class teachers, timetable, oversee and monitor the quality of Individual Support Plans and other support plans, maintaining detailed records and distributing all paperwork in a timely manner.
- Provide guidance to colleagues on teaching pupils with SEND and identify, advise and disseminate the most effective teaching approaches for pupils with SEND.
- Monitor the effectiveness of appropriate teaching and learning activities and target setting to meet the needs of pupils with SEN, EAL, PP and LAC.
- Liaise with the Deputy Headteacher regarding special arrangements needing to be made for identified children with regard to assessments.
- Support the development of improvements in literacy, numeracy and information and communication technology skills, as well as access to wider curriculum.
- Identify and develop study skills to support pupils in their ability to work independently and learn more effectively.
- Work with pupils, subject leaders and class teachers to ensure that realistic expectations of behaviour and achievements are set for pupils with SEND, EAL, PP and LAC.
- Create and maintain positive links necessary within school, a pupil's home, external agencies and other schools.
- Attend consultation evenings and keep parents and carers informed about their child's progress.
- Prepare, collate and write reports for particular high needs children who might require additional support.
- Prepare and coordinate all paperwork for submission of EHCP requests.
- Collect and interpret specialist assessment data and use this to inform practice.
- Ensure that the information for SEND and Inclusion on the school website is up to date.
- Apply for relevant funding.
- Advise on the use of the school's budget and other resources to meet pupils' needs effectively, including staff deployment.
- Be aware of the provision in the local offer.
- Complete referrals to and liaise with outside agencies by completing EHFS assessments with parents.
- Work with early years providers, other schools, educational psychologists, health and social care professionals and other external agencies, acting as the key point of contact for external agencies, including the local authority.

### **3. Support for Pupils with SEND**

- Identify a pupil's SEND.
- Co-ordinate provision that meets the pupil's needs and monitor its effectiveness.
- Secure relevant funding and/or services for the pupil.
- Ensure records are maintained and kept up to date.
- Review the Education, Health and Care plan (EHCP) or Individual Support Plan (ISP) with parents/carers and the pupil.
- Communicate regularly with parents/carers.
- Work in partnership with other colleagues to ensure speedy transfer of information about SEND pupils to external agencies and other schools, including secondary schools, and liaise with the school to support a smooth transition for the pupil.
- Promote the pupil's inclusion in the school community and access to the curriculum, facilities and extra-curricular activities.

#### **4. Managing and Working with People**

*To lead, manage and work collaboratively with pupils and, as appropriate, with other adults and colleagues.*

- Secure a high standard of pupil behaviour through establishing appropriate rules and high expectations of discipline which pupils respect, acting to pre-empt and deal with inappropriate behaviour in line with the school's behaviour policy.
- Encourage all members of staff to recognise and fulfil their statutory responsibilities to pupils with SEND, EAL, PP and LAC.
- Act as Pastoral/Wellbeing Team Lead within the School.
- Line manage the Behaviour and Learning Mentor and work closely together to support pupils across the school.
- Lead, organise and direct support staff effectively across the school.
- Participate in any relevant meetings/professional development opportunities at the school, which relate to the learners, curriculum or organisation of the school including pastoral arrangements and assemblies.
- Take part as required in the review, development and management of the activities relating to the curriculum, organisation and pastoral functions of the school.
- Work as a team member and identify opportunities for working with colleagues and sharing the development of effective practice with them.
- Contribute to the professional development of other teachers and support staff including the induction of new teachers, teachers serving induction periods and where appropriate, threshold assessments.
- Communicate and cooperate effectively with specialists from outside agencies.
- Liaise effectively with pupils, parents and carers through informative oral and written reports on pupils' progress and achievements, discussing appropriate targets and encouraging them to support their children's learning, behaviour and progress.
- Take responsibility for own professional development, setting objectives for improvements, and take action to keep up-to-date with research and developments in pedagogy and in the subjects taught.
- Participate in the performance management system for the appraisal of own performance, and that of other staff.

#### **5. Leadership and Management**

- Work with the Headteacher and Governors to ensure the school meets its responsibilities under the Equality Act 2010 in terms of reasonable adjustments and access arrangements.
- Prepare and review information the Governing Board is required to publish.
- Meet regularly with the Senior Leadership Team to report on the progress of SEND provision and pupils.
- Provide regular information to the Headteacher and Governing Board on the evaluation of the effectiveness of provision for pupils with SEND, EAL, PP and LAC to inform decision making and policy review.
- Contribute to the School Development Plan and whole-school policy.
- Identify training needs for staff and how to meet these needs.
- Lead INSET for staff.
- Set standards and provide examples of best practice for other teachers in identifying, assessing and meeting pupils' SEN.
- Share procedural information, such as the school's SEND policy, with stakeholders.

- Promote an ethos and culture that supports the school's SEND and Inclusion policies and promotes good outcomes for pupils with SEND.
- Be a model of exemplary practice in all aspects of role.
- Be a visible and approachable presence and a positive role model for staff and children, fostering good working relationships at all times.
- Be proactive in the leadership role and support the wider work of the Senior Leadership Team.
- Be a Performance Management line manager/appraiser as identified by the Headteacher.
- Play an active role in the leadership of behaviour across the school.
- Act as Pastoral/Wellbeing Team Lead within the School.

#### **6. Role of Designated Teacher for Looked-After and Previously looked-After Children**

- Carry out the role of designated teacher for LAC
- Organise PEP meetings and prepare paperwork
- Attend and provide reports for LAC Reviews
- Liaise with Social Workers and other professional

#### **7. Role of Deputy Designated Safeguarding Lead**

- Carry out a key role within the Child Protection and Safeguarding Team as a Deputy Designated Safeguarding Lead:
- In conjunction with the other Designated Safeguarding Leads, take a lead role in Child Protection and Safeguarding, acting as an initial point of contact for reporting concerns.
- Attend Child Protection (CP) meetings and Child in Need meetings (CIN), Team Around the Child (TAC) meetings and ensure the right referrals and support is in place after these meetings.
- Ensure child protection information and minutes of meetings are up to date, stored confidentially and information is passed on to those people for whom it is relevant, in line with the school's policies and procedures.
- Work with the Senior Leadership Team to oversee the coordination of the Early Help assessment and review process in school.
- Complete Early Help Assessments with parents/carers and organise, attend and chair (if appropriate) Early Help review meetings.
- Coordinate, attend and follow up actions from multi-agency meetings.
- Keep Child Protection/Safeguarding knowledge up to date through attending INSET and reading relevant research and documentation.

#### **8. General, Accountability and Performance**

- Facilitate good transitions for identified pupils, including those joining Broadwater Primary School and those leaving to join other schools.
- Maintain manual and computerised pupil records and information systems.
- Prepare information and reports for professional meetings where the needs of children and families are discussed and actions agreed, representing the school at these meetings.
- Chair reviews and meetings effectively.
- Attend network meetings and contribute to the identification and sharing of good practice to enhance provision.
- Be aware of and comply with policies and procedures relating to child protection, equal opportunities, behaviour, health, safety and security (including fire drills), confidentiality and data protection, reporting all concerns to an appropriate person.

- Negotiate, establish and maintain effective working partnerships with other agencies and individuals demonstrating tact and diplomacy in all interpersonal relationships with others, in order to address needs and help remove barriers to learning.
- Take responsibility for own professional development, actively participating in training, other learning activities and performance development as agreed within Performance Management schedule, job description and school need.
- Prepare and present displays as required.
- Judge when to make decisions and when to consult with others including external agencies.
- Prioritise and manage own time effectively, particularly in relation to balancing the demands made by administrative duties, teaching and acting as a resource for colleagues.
- Contribute to the overall ethos, work and aims of the school.
- Operate within agreed legal, ethical and professional boundaries when working with children and those involved with them.
- Set a good example in terms of dress, punctuality and attendance.
- Be aware of and support difference and ensure all children have equal access to opportunities to learn and develop.
- Have due regard for safeguarding and promoting the welfare of children and young people, following the child protection procedures adopted by Wandsworth and the school's safeguarding policy.
- Be fully aware of and understand the duties and responsibilities arising from the Children Act 2004 and Working Together in relation to child protection and safeguarding children and young people as this applies to the role within the school.
- Ensure that the DSL is made aware and kept fully informed of any concerns in relation to safeguarding and/or child protection.
- To keep the Headteacher informed over all issues.

#### **Additional Duties**

- Undertake any duties that the Headteacher may reasonably ask.