

Job Profile comprising Job Description and Person Specification

Job Description

Job Title: Inclusion Advisor	Grade: UPS (£49,320-£53,482) + TLR2
Section: Inclusion Service	Directorate: Childrens Services
Responsible to following manager: Service Manager for Inclusion	Responsible for following staff: Not applicable
Post Number/s: To be created	Last review date: April 2023

Working for the Richmond/Wandsworth Shared Staffing Arrangement

This role is employed under the Shared Staffing Arrangement between Richmond and Wandsworth Councils. The overall purpose of the Shared Staffing Arrangement is to provide the highest quality of service at the lowest attainable cost.

Staff are expected to deliver high quality and responsive services wherever they are based, as well as having the ability to adapt to sometimes differing processes and expectations.

The Shared Staffing Arrangement aims to be at the forefront of innovation in local government and the organisation will invest in the development of its staff and ensure the opportunities for progression that only a large organisation can provide.

Job Purpose

1. To provide operational advice and guidance to mainstream schools/colleges (including Academies) to enable them to carry out their responsibilities effectively in relation to providing a high quality education for learners with special educational needs and disabilities (SEND) in line with Wandsworth Ordinarily Available Provision guidance and national policy. To monitor and evaluate the effectiveness of these strategies in partnership with SEN/SEMH provisions.
2. To provide support and advice to teachers (especially early career teachers) in meeting the needs of children with SEND especially SEMH needs. Supporting inclusive teaching approaches that are fully inclusive of children with SEND in line with Wandsworth Ordinarily Available Provision guidance.

3. To take a strategic lead on the effective primary to secondary transition arrangements for learners with SEND.
4. Work as part of the Inclusion team to monitor data on suspensions and exclusion for pupils with SEND and to initiate appropriate responses including training, support and guidance.

Specific Duties and Responsibilities

1. Work as part of the Inclusion team to provide support to mainstream schools with the development of SEND policy and practice in mainstream schools/colleges:
 - Monitor and evaluate schools/colleges SEND policy and practice with a focus on reasonable adjustments for children with SEND.
 - Identify areas for development across schools and initiate responses e.g., support for pupils with ADHD
 - Monitor and evaluate the impact of identified SEND initiatives and schools' Ofsted readiness in relation to progress, attainment and exclusion of learners with SEND.
2. Support development of multi-agency working in schools and liaise with schools' senior leadership teams and SENCOs to ensure:
 - the effective use of resources to ensure the quality of provision to meet learners' needs;
 - the appropriate management and teaching strategies for the inclusion of pupils with SEND with a focus on those with SEMH needs, in line with Wandsworth Ordinarily Available Provision guidance;
 - effective liaison with parents and carers and effective working links with other professional agencies outside education;
 - the effective implementation of the schools' duties to learners with SEND in relation to the SEN Code of Practice, Disability Rights legislation and other relevant government guidance;
 - effective reviewing, evaluating and development of schools' SEND and other related policies and practice.
3. To support and contribute to SENCo network meetings and providing additional advice and support for new SENCOs to meet their needs.
4. To liaise with partners such as the PRU to devise, coordinate and deliver a SEND training programme with a focus on SEMH suitable for a range of school/college staff and learners needs.
5. To use existing data and evidence based practice to devise a programme to support pupils at SEN support who will need targeted additional resource for

a successful transition from primary to secondary education and to evaluate the effectiveness of this programme.

6. To carry out other reasonable duties and responsibilities within the overall function, commensurate with the grading and level of responsibility of the post

Generic Duties and Responsibilities

- To contribute to the continuous improvement of the services of the Boroughs of Wandsworth and Richmond.
- To comply with relevant Codes of Practice, including the Code of Conduct and policies concerning data protection and health and safety.
- To adhere to security controls and requirements as mandated by the SSA's policies, procedures and local risk assessments to maintain confidentiality, integrity, availability and legal compliance of information and systems
- To promote equality, diversity, and inclusion, maintaining an awareness of the equality and diversity protocol/policy and working to create and maintain a safe, supportive and welcoming environment where all people are treated with dignity and their identity and culture are valued and respected.
- To understand both Councils' duties and responsibilities for safeguarding children, young people and adults as they apply to the role within the council.
- The Shared Staffing Arrangement will keep its structures under continual review and as a result the post holder should expect to carry out any other reasonable duties within the overall function, commensurate with the level of the post.

Additional Information

The postholder is required to be able to travel to schools, both in and out of the borough of Wandsworth.

Team structure

For the current structure please go to The Loop.

Person Specification

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Our Values and Behaviours

The values and behaviours we seek from our staff draw on the high standards of the two boroughs, and we prize these qualities in particular:

Being open. This means we share our views openly, honestly and in a thoughtful way. We encourage new ideas and ways of doing things. We appreciate and listen to feedback from each other.

Being supportive. This means we drive the success of the organisation by making sure that our colleagues are successful. We encourage others and take account of the challenges they face. We help each other to do our jobs.

Being positive. Being positive and helpful means we keep our goals in mind and look for ways to achieve them. We listen constructively and help others see opportunities and the way forward. We have a 'can do' attitude and are continuously looking for ways to help each other improve.

Person Specification Requirements	Assessed by A & I/ T/ C (see below for explanation)
Knowledge	
Sound understanding of the pedagogy for including pupils with SEND (especially those with SEMH) within mainstream classes and enabling access to the mainstream curriculum	A/I
Knowledge of the legislative and statutory requirements relating to children resulting from the SEND Code of Practice (2015) and relevant Regulations linked to the Children and Families Act (2014), including Ofsted and CQC requirements.	A/I
Substantial knowledge of evidence-based practices leading to positive outcomes for pupils with SEND within mainstream schools	A/I
Knowledge and understanding of local and national policy and ongoing changes to the landscape in relation to education and special educational needs and disability	A/I
Sound, demonstrable knowledge of safeguarding and child protection policy and practice	A/I
Significant knowledge of the SENCO role; duties, training, finance, statutory process and functions	A/I
Experience	

Substantial experience of education within a senior leadership or SENCo role	A/I
Substantial experience of working with children and young people with SEND (especially those with SEMH) in a range of educational setting	A/I
Experience of strategic planning and the development of associated quality assurance frameworks	A/I
Experience of involving the community specifically parents/ families, children and young people and other stakeholders in service design and delivery	A/I
Experience of partnership working with a wide range of stakeholders from the statutory, private and voluntary sector including education providers and health commissioners/providers	A/I
Skills	
Excellent communication skills verbally and written, including the ability to write concise reports for a wide audience	A/I
Ability to challenge and support providers and partners to ensure the best possible services are provided to meet the needs of children and young people with SEND	A/I
Ability to use systems to provide management information to improve service outcomes	A/I
Qualifications	
Qualified Teacher Status, ideally a Post Graduate qualification such as National Award for Special Educational Needs Coordination	C

A – Application form / CV

I – Interview

T – Test

C - Certificate