

Camps Hill Primary School Job Description



Job Title	Inclusion Teacher
Location	Early Years – KS1/KS2
Reports to	SLT

Main purpose

- Fulfil the professional responsibilities of a teacher, as set out in the School Teacher's Pay and Conditions Document (STPCD)
- Meet the expectations set out in the Teacher's Standards and the Camps Hill Teaching Standards
- Fulfil duties reasonably directed by the headteacher
- Uphold a commitment to equality, diversity and inclusion, working to eliminate discrimination and harassment based on all protected characteristics identified in the equalities policy
- Lead and deliver high-quality provision for pupils accessing the school's internal SEND provisions, ensuring that individual needs are met and barriers to learning are reduced.
- To work with other staff members to ensure that section F of Education Health and Care Plans (EHCPs) of the children accessing the provision are being delivered.
- Work collaboratively with the SENDCo and wider staff team to ensure that all pupils within the provision can access an ambitious curriculum and make strong progress towards their individual outcomes.

Key Responsibilities

- Deliver great teaching:
 - A learning- focused climate, built on nurturing, positive relationships, enabling all to feel safe and thrive
 - Expert subject knowledge, based on an understanding of cognition and learning
 - High expectations of conduct & learning behaviours
 - Exceptionally clear modelling of key concepts: a well sign-posted learning journey
 - Precisely targeted questioning to accurately identify misconceptions and reshape activities
 - Challenge for all, with rich opportunities for mastery and breadth
 - 'In the moment' feedback; and purposeful marking
 - Creative opportunities to embed concepts into long-term memory; to recap, apply and make connections
 - Accurate assessment informs next steps planning
 - Teachers passionately model a growth mind-set and engage in life-long learning
- Have an expert understanding and application of adaptive teaching strategies to meet the needs of pupils with a wide range of SEND.
- Plan and deliver personalised learning informed by assessment, provision maps, individual support plans and Education, Health and Care Plans (EHCPs) where applicable.
- Continue to develop structured, communication-friendly and sensory-considerate learning environments that promote independence, regulation and engagement.
- Enable great learning by encouraging children's independence, perseverance, questioning, reflection, resilience and risk-taking.
- Support pupils to develop communication, social interaction, emotional regulation and independence skills alongside academic achievement.
- Create great readers by promoting the love of reading and providing high quality reading opportunities across the curriculum
- Provide inspiring contexts for meaningful and memorable learning

- Support the whole child, keeping inclusion, equity and equality at the heart and preparing children for a dynamic future
- Monitor, assess and track the progress of pupils within the SEND provision and use this information to inform intervention, teaching and support strategies.
- Contribute to annual reviews and statutory processes associated with EHCPs.
- Work with class teachers to facilitate successful inclusion, participation and reintegration opportunities for pupils accessing the SEND provision.
- Maintain the highest standards of safeguarding, ensuring that children are safe, and taught how to keep themselves safe.
- Support vulnerable pupils with their social, emotional and mental health needs, following school policies and individual risk assessments where required.
- Lead assemblies, events and initiatives to enrich the curriculum
- Provide cover, in the unforeseen circumstance that another teacher is unable to teach
- Contribute to the development, implementation and evaluation of the school's policies, practices and procedures, so as to support the school's values and vision
- Make a positive contribution to the wider life and ethos of the school

Professional development

- Engage in the school's appraisal procedures
- Take part in further training and development to improve own teaching
- Where appropriate, take part in the appraisal and professional development of others
- Support colleagues in developing their confidence and expertise in meeting the needs of pupils with SEND.

Working with the community, colleagues and other relevant professionals

- Communicate effectively with pupils, parents and carers
- Develop positive and supportive partnerships with parents and carers of pupils accessing the SEND provision.
- Collaborate and work with colleagues and other relevant professionals within and beyond the school
- Liaise effectively with external agencies, including Educational Psychologists, Speech and Language Therapists, Occupational Therapists, Specialist Advisory Teachers and other professionals involved in supporting pupils.
- Develop effective professional relationships with colleagues

Management of staff and resources

- Direct and supervise support staff assigned to them
- Lead, deploy and support teaching assistants working within the SEND provision to ensure high-quality provision and consistent approaches to pupil support.
- Contribute to the recruitment and professional development of other teachers and support staff
- Monitor and evaluate the impact of interventions and support programmes delivered within the provision.
- Deploy resources delegated to them
- Ensure specialist resources and learning environments within the SEND provision are used effectively to maximise pupil progress and wellbeing.

Personal and professional conduct

- Uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school
- Have proper and professional regard for the ethos, policies and practices of the school, and maintain high standards of attendance and punctuality
- Understand and act within the statutory frameworks setting out their professional duties and responsibilities

This job description may be amended at any time in consultation with the postholder.

Last review date: September 2026

Next review date: September 2027

PERSON SPECIFICATION:

CRITERIA	QUALITIES
Qualifications and	• Qualified teacher status • Degree
Experience	• Successful primary teaching experience
Skills and knowledge	• Knowledge of the National Curriculum • Knowledge of effective teaching and learning strategies • A good understanding of how children learn • Ability to adapt teaching to meet pupils' needs • Ability to build effective working relationships with pupils • Knowledge of guidance and requirements around safeguarding children • Knowledge of effective behaviour management strategies • Good ICT skills, particularly using ICT to support learning • Commitment to being a life-long learner and welcomes professional development
Personal qualities	• A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school • Willing to 'go the extra mile' • High expectations for children's attainment and progress • Ability to work under pressure and prioritise effectively • Commitment to maintaining confidentiality at all times • Commitment to safeguarding and equality