



## Job Description and Person Specification Inclusion Lead

### Job details

**Salary:** £35,204 to £47,839 FTE (M3 to U3) plus SEN allowance

**Hours:** 26 to 32.5 hours (4-5 days a week)

**Contract type:** Permanent

**Reporting to:** Headteacher

### Main purpose

The Inclusion Lead, under the direction of the headteacher, will:

- Determine the strategic development of special educational needs and disabilities (SEND) policy and provision in the school
- Determine the strategic development for PPG and EAL children
- Be responsible for day-to-day operation of the SEND policy and co-ordination of specific provision to support individual pupils with SEN and/or a disability
- Provide professional guidance to colleagues, working closely with staff, parents and other agencies
- Work closely with the school's Senior Leadership Team to ensure best practice for all children with additional needs in the school
- Deputy Safeguarding Lead for the school (DDSP)
- Designated teacher for looked after and post looked after children
- Communicating the school's vision compellingly and supporting the Headteacher's strategic leadership
- Supporting the day-to-day management of the school
- Lead for behaviour across the school
- Formulating the aims and objectives of the school
- Establishing policies for achieving these aims and objectives
- Managing staff and resources to that end
- Monitoring progress towards meeting the school's aims and objectives

### Qualities

The Inclusion Lead will:

- Uphold public trust in school leadership and maintain high standards of ethics, behaviour and professional conduct
- Build positive and respectful relationships across the school community.
- Serve in the best interests of the school's pupils

### Duties and responsibilities

#### School culture and behaviour

Under the direction of the Headteacher the Inclusion Leader will:

- Create a culture where pupils experience a positive and enriching school life



- Uphold educational standards in order to prepare pupils from all backgrounds for their next phase of education and life
- Ensure a culture of staff professionalism
- Encourage high standards of behaviour from pupils, built on rules and routines that are understood by staff and pupils and clearly demonstrated by all adults in school
- Use consistent and fair approaches to managing behaviour, in line with the school's behaviour policy

### **Strategic development of SEN policy and provision**

- Have a strategic overview of provision for pupils with SEN or a disability across the school, monitoring and reviewing the quality of provision
- Contribute to school self-evaluation, particularly with respect to provision for pupils with SEN or a disability
- Make sure the SEND policy is put into practice and its objectives are reflected in the school improvement plan (SIP)
- Maintain up-to-date knowledge of national and local initiatives that may affect the school's policy and practice
- Evaluate whether funding is being used effectively, and suggest changes to make use of funding more effective

### **Operation of the SEN policy and co-ordination of provision**

- Maintain an accurate SEND register and provision maps for each class, and the whole school
- Provide guidance to colleagues on teaching pupils with SEN or a disability, and advise on the graduated approach to SEN support
- 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
- Work with early years providers, St John's Infant school, other schools, educational psychologists, health and social care professionals, and other external agencies
- Be a key point of contact for external agencies, especially the local authority  
Analyse assessment data for pupils with SEN or a disability
- Implement and lead intervention groups for pupils with SEN, and evaluate their effectiveness
- Coordinate and lead Assess, Plan, Do and Review Meetings

### **Support for pupils with SEN or a disability**

- Identify a pupil's SEN
- Co-ordinate provision that meets the pupil's needs, and monitor its effectiveness
- Secure relevant services for the pupil
- Ensure records are maintained and kept up to date
- Review the education, health and care plan (EHCP) with parents or carers and the pupil
- Communicate regularly with parents or carers
- Ensure if the pupil transfers to another school, all relevant information is conveyed to it, and 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



### **Pupil Premium**

- To assist with control of a clearly identifiable budget for pupil premium pupils and ensure the effective use of the budget to achieve the objectives of the pupil premium action plan and school development plan.
- To produce the annual Pupil Premium statement
- To ensure that the pupil premium funding reaches the groups of pupils for whom it is intended and that it makes a significant impact on their education.
- To identify disadvantaged pupils' barriers to learning in order to design, lead and deliver appropriate intervention strategies.
- To provide a clear and ambitious action plan for pupil premium and intervention provision.

### **Organisational management, school improvement and Leadership**

- Establish and oversee systems, processes and policies so the school can operate effectively and efficiently
- Make sure these school improvement strategies are effectively implemented
- Prepare and review information the governing board is required to publish
- Identify training needs for staff and how to meet these needs – leading INSET when needed

### **Staff management and professional development**

Under the direction of the Headteacher the Inclusion Leader will:

- Performance manage Teaching Assistants (TAs) and Learning Support Assistants (LSAs)
- Ensure staff have access to appropriate, high-standard professional development opportunities
- Keep up to date with developments in education

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the Inclusion Leader will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the Headteacher.