



LOW ASH PRIMARY SCHOOL

Outline Job Description

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| POST TITLE: | INCLUSION LEADER WITH RESPONSIBILITY FOR SEND, SAFEGUARDING AND PASTORAL CARE – PRIMARY |
| POST REF: | |
| GRADE: | MAIN SCALE / UPPER PAY SCALE & SEND ALLOWANCE |

GENERIC INTRODUCTION:

The following information is furnished to assist staff joining the School to understand and appreciate the work content of their post and the role they are to play in the organisation. The following points should be noted:

1. Whilst every endeavour has been made to outline the main duties and responsibilities of the post, a document such as this does not permit every item to be specified in detail. Broad headings, therefore, may have been used below, in which case all the usual associated routines are naturally included in the job profile.
2. Employees should not refuse to undertake work, which is not specified on this form, but they should record any additional duties they are required to perform and these will be taken into account when the post is reviewed.
3. This school is an Equal Opportunities Employer and requires its employees to comply with all current equality policies in terms of equal opportunity for employment.
4. This school is committed, where possible, to making any necessary reasonable adjustments to the job role and the working environment that would enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

PRIME OBJECTIVES OF THE POST:

As a Primary school teacher you will be an outstanding classroom practitioner who consistently demonstrates the highest standards of delivery. You should be fully committed to raising attainment across the whole school and across all subjects that you are required to

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teach. You will be acutely aware of the strategies required to achieve the highest standards across the curriculum.

You may from time to time be required to undertake other duties commensurate with the grade and level of responsibility defined in this job description.

As a Classroom teacher you will, at all times, be mindful of, and adhere to, the Professional Standards for Teachers and the Career Stage expectations negotiated and adopted by the school at any time.

In addition, for Teachers paid on the Upper Pay Range (UPR), your achievements and contribution to an educational setting should be substantial and sustained.

KNOWLEDGE AND SKILLS:

(See Personnel Specification)

EFFORT DEMANDS:

- Will contribute to the overall ethos/work/aims of the school.
- Will appreciate and support the role of other professionals.
- Be vigilant and sensitive to any child protection/safeguarding concerns that arise, reporting any concerns to the designated officer in line with school policy and procedure.
- Will deal with any issues, immediate problems or emergencies that arise in line with school policies and procedures liaising with colleagues where necessary e.g. dealing with a sick, injured or distressed child.

PRINCIPAL RESPONSIBILITIES:

TEACHING:

- To teach students according to their individual educational needs, including the appropriate setting and marking of work to be carried out by the students.
- Identifying effective intervention and mentoring strategies for students.
- To mark and grade students work in a way which enables you to give written/verbal and diagnostic feedback and maintain records of pupils' progress and development.

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- To use a variety of delivery methods, which will stimulate learning appropriate to student needs and demands of the syllabus, for example, podcasts, interactive whiteboards etc.
- Prepare pupils for internal and external assessments and examinations.
- To undertake pastoral duties, such as taking on the role of form tutor, and supporting pupils on an individual basis through academic or personal difficulties.

SPECIFIC RESPONSIBILITIES FOR THE ROLE OF THE INCLUSION LEADER:

Inclusion, safeguarding and attendance

- To undertake a consultancy role with staff i.e. to be responsible for offering advice, strategies and guidelines to other staff within the school in:
 - the identification of learning / additional needs
 - helping to develop individual learning plans (eg Pupil passports / My Support Plans etc)
 - developing systems which enable teachers to monitor, evaluate and modify their work with children.
- To provide professional guidance to colleagues, working closely with staff, parents and other agencies.
- To be responsible for day-to-day operation of the SEND policy and co-ordination of specific provision to support individual pupils with SEND.
- To have an oversight of the SEND support process that starts within school from early identification/concerns stage through to Education Health Care Planning and have a clarity of understanding of the support needed and relevance of the stages of assessment to help staff and enable them to carry out the appropriate parts of these stages.
- To be responsible for the coordination of SEND record keeping systems, oversight of resources in terms of access, advice and information about their effective use. Have an overview of delegated resources. To have responsibility for the security of confidential data related to pupils and their families.
- With the Headteacher/senior leadership team and in consultation with colleagues, to evaluate and review delivery of the SEND 'Local Offer', Code of Practice for SEND, ensure full access to the National Curriculum for pupils on the inclusion register, and allow continuity of learning throughout the Early Years Foundation Stage and Primary School age range.

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- To manage the resources and be responsible for the storage, maintenance, care and stock taking of SEND resources throughout the school.
- To undertake liaison work with external professional agencies and other schools, including supporting transition for pupils entering / leaving the school. To attend case reviews as required.
- To lead the pastoral team and teaching staff in ensuring accessibility to the school's curriculum for vulnerable children is possible and enables them to make the best possible progress and achieve their potential.
- To be responsible, together with colleagues, for the review and evaluation of the school's Inclusion Policy (and related policies), ensuring that they are grounded in national, LA, whole school and equal opportunities policies.
- To undertake the role of the Designated Safeguarding Lead. As a Named Person for Child Protection, to work with the school's safeguarding team in responding to and reporting child protection concerns to the necessary organisations.
- In consultation with the Headteacher and the senior leadership team, to have oversight of the deployment, training and performance management of designated teaching assistants and members of the pastoral team.
- To take the role of reviewer in the performance management process and set and review appropriate targets for designated staff.
- To be responsible for producing reports to governors about inclusion policy and practice within the school when necessary.
- To be responsible for producing reports to governors about safeguarding policy and practice within the school when necessary.
- To attend relevant courses/meetings in line with the School Development Plan and feedback to staff 1:1 or by leading staff meetings.
- To be willing to continue own professional development, to ensure up to date and relevant training, and also, in consultation with the Headteacher, to take a lead in staff development work in relation to good inclusion practice.

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- To contribute to school leadership in formulating and promoting the ethos, aims, objectives and policies of the school and pursuing school improvement priorities.
- To participate in the monitoring, evaluation and review of the effects of policies and systems including contributing to writing the Self Evaluation Form (SEF) and School Development Plan (SDP).
- To lead and support colleagues by exemplifying and encouraging good practice in relationships, teaching and learning, expectations, behaviour and openness to change.
- To ensure that information on pupil progress is used to improve teaching and learning as well as informing other stakeholders.
- To undertake any of the duties delegated by the Headteacher.

HEALTH, SAFETY AND DISCIPLINE:

- To ensure a safe, secure and healthy environment for students
- To manage pupil behaviour in the classroom and on school premises, and apply appropriate and effective measures in cases of misbehaviour
- To actively encourage good practice with regard to punctuality, behaviour, standards of work and independent learning.

WHOLE SCHOOL ORGANISATION AND STRATEGY:

- To participate in and organise extracurricular activities, such as outings, social activities and sporting events; including participation in occasional overnight visits.
- To contribute to the development, implementation and evaluation of school's policies, practices and procedures in such a way as to support the school's values and vision.
- Work with others on curriculum and/or pupil development to secure co-ordinated outcomes.

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- Subject to the guidance relating to Cover, supervise and teach any pupils where the person timetabled to take the class is not available to do so.

MANAGEMENT OF STAFF AND RESOURCES:

- To prepare and regularly update subject materials including researching new topic areas and writing new curriculum materials.
- To supervise and support the work of classroom support, teaching assistants, trainee teachers and newly qualified teachers (EQTs).
- To efficiently deploy such resources as are allocated/delegated to you.
- Contribute to the recruitment, selection appointment and professional development of other teachers and support staff.

PROFESSIONAL DEVELOPMENT:

- To under-go regular observations and participate in regular in-service training (INSET) as part of continuing professional development (CPD).
- Where appropriate, to participate in arrangements for the appraisal and review of other teachers and support staff.
- Participate in arrangements for your own further training and professional development and, where appropriate, that of other teachers and support staff.

COMMUNICATION:

- To communicate with parents and carers over pupils' progress and participate in departmental meetings, parents' evenings and whole school training events.

WORKING WITH COLLEAGUES AND OTHER RELEVANT PROFESSIONALS:

- To liaise with other professionals, such as learning mentors, careers advisers, educational psychologists, education welfare officers etc.

ENVIRONMENTAL DEMANDS/WORKING CONDITIONS:

- Will have long periods of sitting or standing.

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- Available to work during school hours during term time and a willingness to be flexible as may be required to attend staff meetings/training sessions outside of usual hours.
- Will have contact with members of the public/other professionals e.g. teaching staff, governors, parents/carers, community groups, local education authority, external providers etc.
- The post holder may occasionally be subjected to antisocial behaviour from members of the public/parents/site users.
- This post may include a degree of manual lifting and handling. You are expected to be aware of health and safety policies and procedures and frequently assess your ability to carry out the lifting tasks required of you.
- Report all concerns to an appropriate person.

FLUENCY DUTY

In line with the Immigration Act 2016; the Government has created a duty to ensure that all Public Authority staff working in customer facing roles can speak fluent English to an appropriate standard.

For this role the post holder is required to meet the Advanced Threshold Level

Advanced Threshold Level

The post holder should demonstrate they can:

- Express themselves fluently and spontaneously at length effortlessly.
- Explain difficult concepts simply without hindering the natural smooth flow of language.
- Take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English in School.

SPECIAL CONDITIONS OF SERVICE:

- No contra-indications in personal background or criminal record indicating unsuitability to work with children/young people/vulnerable clients/finance (An enhanced DBS check is required).

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OTHER CONSIDERATIONS

- To be aware of and comply with policies and procedures relating to child protection; being vigilant for signs that children may be being abused and to report any such suspicions to the school's nominated Child Protection Co-ordinator or the Headteacher.
- To act in accordance with the Data Protection Act and maintain confidentiality at all times e.g. access to staff/student/parent and carers files.
- Accept and commit to the principles underlying the Schools Equal Rights policies and practices.
- Be able to perform all duties and tasks with reasonable adjustment, where appropriate, in accordance with the Equality Act.
- Must be legally entitled to work in the UK.

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PERSONNEL SPECIFICATION:

| Qualifications | Essential | Desirable |
|---|-----------|-----------|
| Educated to degree level | • | |
| Qualified teacher status | • | |
| Evidence of continuing professional development | • | |
| Meets the Teachers' Standards | • | |
| National SENDCo qualification or working towards it | • | |
| Designated safeguarding lead | | • |
| Experience | Essential | Desirable |
| Exemplary classroom practitioner with an excellent understanding of quality in learning and teaching | • | |
| Successful record of teaching across at least 2 key stages | | • |
| Experience of working as a SENDCo within a school setting | • | |
| Experience of working with pupils with a range of SEND including SEMH, ASD, Sp&L | • | |
| Successful record of implementing effective behaviour management strategies for groups and individuals with SEND | • | |
| Successful record of writing and delivering effective 'pupil passports/ My Support Plans' for pupils with SEND | • | |
| Successful record of writing EHC applications | • | |
| Experience of successful leadership and management within a school or other educational setting including target setting and monitoring the quality of provision | • | |
| Experience of leading on the safeguarding of children in an educational setting | | • |
| Experience of leading staff meetings and development/training | • | |
| Experience of undertaking performance management or appraisals including the day to day line management of staff | | • |
| Experience of developing policies and development plans | • | |
| Professional knowledge and understanding | Essential | Desirable |
| Knowledge of current educational issues and their relationship to the inclusion, behaviour support and Education Welfare Services | • | |
| Knowledge of the range and type of interventions available and be able to apply these appropriately in the context of the School's resources and the individual child | • | |

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| Know and understand the structure and balance of the National Curriculum/EYFS curriculum in order to plan and deliver a curriculum which motivates and inspires pupils with SEND | • | |
| Thorough understanding of learning needs throughout the primary age phase and can draw on knowledge of interventions, resources and training to support pupils who are not achieving their potential | • | |
| Knowledge of effective strategies to include and meet the needs of pupils with SEND | • | |
| Knowledge of a range of strategies for dealing with and managing pupils with social, emotional, and mental health needs | • | |
| Excellent understanding of assessment for learning and strategies for pupils with SEND | • | |
| Thorough knowledge of the SEND code of practice, statutory needs assessments (EHCPs), the allocation of support and resources, top up applications and funding | • | |
| Knowledge and understanding of working with multi-agency partners to develop positive outcomes for children and their families | • | |
| Knowledge of the local community | | • |
| Understanding of budgetary control and can manage a designated budget | | • |
| Professional skills and abilities | Essential | Desirable |
| Proven track record of participating fully in school improvement initiatives | • | |
| Create a stimulating environment for all pupils, which promotes learning and celebrates the children's successes | • | |
| Able to work constructively in partnership with all stakeholders, establishing positive and effective collaborations with colleagues, parents, governors, other schools, external agencies and the local community | • | |
| Proven commitment to on-going professional development of both self and other school staff | • | |
| Able to drive for improvement by supporting, motivating and challenging others to attain higher performance | • | |
| Able to successfully lead a team of support staff to ensure they are effective in supporting children with their learning | • | |
| Personal qualities | Essential | Desirable |
| Willing and enjoys engaging parents/carers in order to encourage their close involvement in the education of their children | • | |
| Flexible approach to work and enjoys being a good team member | • | |
| Enthusiasm and stamina to maintain and drive the systemic routines and provision for children with SEND | • | |
| Excellent communication skills both orally and in writing | • | |
| Able to manage own work load effectively | • | |

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| Able to judge when to make decisions and when to consult with others | • | |
| Good interpersonal skills, with the ability to enthuse and motivate others and develop effective partnerships | • | |
| Shows compassion and respect in interactions with all members of the school community | • | |
| Willingness to share expertise, skills and knowledge and ability to encourage others to follow suit | • | |
| Practise equal opportunities in all aspects of the role and around the work place in line with policy | • | |
| Maintain a personal commitment to professional development linked to the competencies necessary to deliver the requirements of this post | • | |
| Maintains confidentiality | • | |
| Ability to manage change | • | |
| High level of resilience | • | |
| Ability to manage their own well-being and self-regulate in challenging situations. | • | |
| Able to deal sensitively with people and resolve conflicts | • | |
| Committed to contributing to the life of the school and participating fully in wider school activities | • | |

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