



TEACH POOLE – MULTI ACADEMY TRUST

JOB DESCRIPTION

Job Title:	Inclusion Leader 0.6
School:	TEACH Poole
Initial Places of Work:	Canford Heath Junior School
Salary Grade:	Teachers' Pay Scale + SEN TLR (pro rata)
Responsible to:	Head of School
Responsible for:	SENTAs

Purpose of Job

To professionally lead and manage SEND / Inclusion in accordance with the 'SEND Code of Practice: 0-25 years (DfE Jan 2015)'.

Introduction

The Inclusion Leader will have delegated responsibilities which are specific to the post, but sit within a standardised framework of school teacher duties.

Key Responsibilities

1. Core Purpose and Accountability

- 1.1. To lead, manage, develop and maintain high quality SEND provision which enables quality teaching, excellent learning outcomes and success for all pupils.
- 1.2. To model effective teaching, to coach and train colleagues and to teach across the school.
- 1.3. To keep all aspects of paperwork, including records and policies, up-to-date and actioned, as appropriate.
- 1.4. To contribute to the development of whole school policy, wherever appropriate.
- 1.5. In partnership with the Headteacher, CEO and the Senior Leadership Teams, provide professional leadership and management of Teaching and Learning throughout the school, in relation to Inclusion.

- 1.6. To provide professional leadership and management of School Improvement Plan priorities, where relevant.

2. Generic/Teachers

- 2.1. You are to carry out the duties of a school teacher as set out in the School Teachers Pay and Conditions Document 2014 and subject to any amendments due to Government legislation. This includes any duties as may be reasonably directed by the CEO/ Headteacher and the accountabilities expected of class teachers in the TEACH Trust.
- 2.2. To facilitate and encourage learning which enables students to achieve high standards, to share and support the corporate responsibility for the well-being, education and discipline of all children.
- 2.3. All staff are expected to uphold the schools' principles and policies which underpin good practice and the raising of standards, and are expected to uphold and promote the school's and Trust's vision and values.
- 2.4. All staff will be involved in working together, as part of a Trust-wide Senior Leadership Team, to develop areas of provision that impact positively on learning and teaching across all Trust schools.
- 2.5. All staff will take an active role in the School Self Evaluation process. As Inclusion Leader, you will be expected to, along with the leadership team, the Headteacher and the CEO, take a leading role in the ongoing completion of the Self Evaluation Forms.
- 2.6. All staff are expected to actively undertake continuing professional development through keeping abreast of the latest developments and thinking, coaching and mentoring, and self evaluation and peer review.

3. Performance Appraisals

- 3.1. To undertake annual Performance Appraisals, setting and agreeing targets linked to school development plan priorities with the Headteacher and CEO.

4. Leadership of Inclusion

- 4.1 Overseeing the day-to-day operation of the school's SEND policy.
- 4.2 Co-ordinating provision for children with SEND.
- 4.3 Liaising with the relevant Designated Teacher where a looked after pupil has SEND.
- 4.4 Advising on the graduated approach to providing SEND support.
- 4.5 Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- 4.6 Liaising with parents of pupils with SEND.
- 4.7 Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- 4.8 Being a key point of contact with external agencies, especially the local authority and its support services.
- 4.9 Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned.
- 4.10 Working with the Headteacher, CEO and Trustees to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- 4.11 Ensuring that the school keeps the records of all pupils with SEND up to date and secure.
- 4.12 Work with colleagues in the TEACH Trust to help bring about Trust-wide improvements and consistency in practice.

5. Leadership of Teaching and Learning to support Inclusion

- 5.1 Work with the Headteacher and CEO to raise the quality of teaching and learning and SEND pupils' achievement, setting high expectations and monitoring and evaluating effectiveness of learning outcomes.
- 5.2 Provide regular feedback for colleagues in a way which recognises good practice and supports their progress against Teacher Standards and performance appraisal objectives resulting in a tangible impact on pupils' learning.
- 5.3 Develop staff by undertaking coaching and mentoring and organising/leading INSET to improve practice, where required.

5.4 To ensure that class teachers understand their statutory responsibilities; changes to the national Codes of Practice and guidance and realise their responsibility towards individuals in the relevant groups - and are equipped and confident to meet their differing needs.

5.5 Keep abreast of the latest developments in inclusion and primary education and, after agreement with the Headteacher and CEO, disseminate effectively to other members of staff.

5.6 Create, maintain and enhance effective relationships across all schools in the Trust.

5.7 Recruit and select support staff, where required.

5.8 To identify and adopt the most effective teaching approaches for pupils with SEND.

5.9 Monitor, evaluate and adjust teaching and learning activities to meet the needs of pupils with SEND.

5.10 To identify and teach the basic skills that will develop pupils' ability to work independently.

5.11 Liaise with other schools/Trusts to ensure continuity of support and learning when transferring pupils with SEND.

5.12 Meet the needs of individual pupils, including SEND & Looked After Children (PEPs).

5.13 Evaluate assessment data, in conjunction with the Standards Leader, Year Leaders and Headteacher, and discuss next steps with relevant people.

6. Recording and Assessment

6.1 Set appropriately challenging targets for raising achievement among pupils with SEND.

6.2 Identify, assess and review SEND and collect and interpret SEND assessment data.

6.3 Enable early identification of needs, through classroom support and monitoring, and provide early intervention through liaison with relevant staff and external agencies.

6.4 Ensure interventions meet the needs of all pupils with SEND and co-ordinate provision for children with SEND.

6.5 To support class teachers to assess and identify the needs of any pupils with barriers to learning, who are at risk of underachieving, for example, those with SEN, disabilities, EAL or gifted/talented pupils.

6.6 Where required, provide reports to leadership, including Trustees in Board meetings, relevant to SEND provision and outcomes.

7. Other duties / responsibilities

7.1 Work with the Headteacher and CEO to build a professional learning community which enables others to achieve across all Trust schools.

7.2 Support staff, within your team and within Trust schools, in achieving high standards through effective continuing professional development.

7.3 Be committed to your own professional development, in particular, in successfully achieving NPQ Qualification.

7.4 Treat people fairly, equitably and with dignity and respect to create and maintain a positive Trust-wide culture.

7.5 Build a collaborative learning culture within the schools and actively engage with TEACH Trust schools to build effective learning communities.

7.6 Acknowledge the responsibilities and celebrate the achievements of individuals and teams.

7.7 Develop and maintain a culture of high expectations for self and others.

7.8 Regularly review own practice, set personal targets and take responsibility for own professional development.

7.9 Work with the Headteacher and CEO to engage with the internal and external school community to secure equity and entitlement.

7.10 Work with the Headteacher and CEO to collaborate with other schools in the Trust and beyond and other organisations, in order to share expertise and bring positive benefits to their own and other schools.

7.11 Work with the Headteacher and CEO to work collaboratively at both strategic and operational levels with parents and carers and across multiple agencies for the well-being of all children.

7.12 Have an over-arching responsibility for the well-being and achievement of the following groups of children:

- Children with additional needs, with learning difficulties or disabilities
- Children with English as an additional language and from ethnic groups identified nationally, or within school as underachieving
- Children with gifts and talents, with high and highest levels of abilities
- Disadvantaged and vulnerable children who receive or attract Pupil Premium entitlement (FSM, service families, LAC)
- Children who are in the care of the local authority (Looked After children or previously Looked After children, including those who are adopted)
- Children whose attendance is a concern
- Children for whom there are Child Protection issues/concerns
- Children who are newly arrived into this country, education system or school



INCLUSION LEADER PERSON SPECIFICATION

This person specification is related to the requirements of the post as determined by the job description.

ATTRIBUTES	CRITERIA	METHOD OF ASSESSMENT
Professional Qualifications & Training	<ul style="list-style-type: none"> • Qualified Teacher Status • First Degree or Equivalent • Evidence of further professional development • Willingness to gain the NPQ Qualification 	Application form Certificates Interview
Knowledge & Understanding	<ul style="list-style-type: none"> • Substantial primary teaching experience of at least three years. • Experience of whole-school curriculum management leading to school improvement • Excellent classroom practitioner • A strong commitment to inclusion with high expectations for all learners • An understanding of current initiatives that relate to our provision for pupils with SEND • Able to talk about characteristics of effective primary teaching and learning strategies used to raise pupil attainment and achievement • Good understanding and use of assessment, including target setting and tracking • Knowledge and experience of up to date developments in ICT • A good understanding of the requirements of transition between key stages 	Application form Interview References
Leadership & Management	<ul style="list-style-type: none"> • A good understanding of whole school issues • Experience of planning for change, development and improvement • The ability to set high and clear expectations, to hold others accountable for performance and the contributions they make to the school community • Ability to set & meet challenging targets, for pupils and the school, and to enable others to do this • Ability to analyse, prioritise and meet deadlines • Ability to use ICT assessment systems to effectively analyse data and set targets 	Application form Interview References

	<ul style="list-style-type: none"> • Knowledge of effective interventions which meet the needs of targeted pupils • Experience of conducting staff induction, mentoring and performance management (desirable) • Experience of whole school self review and evaluation • Knowledge of the role of Trustees (desirable) • Able to demonstrate leadership qualities and good people management skills • Able to motivate, promote good relationships and effectively communicate with all stakeholders • Commitment to supporting community/external agencies involvement in school • Commitment to safeguarding and promoting the welfare of children • Experience of line management of staff, including encouraging good relationships and dealing with challenging people (desirable) • An excellent reputation as a teacher and a positive influence on school life • A radiator and not a drain with a 'can do' attitude. 	
Personal Qualities	<ul style="list-style-type: none"> • Creative, enthusiastic and proactive, keen to embrace new ideas and challenges • Approachable, caring and empathetic • Works well as part of a team and can unite people effectively • Flexible, listens well and is prepared to seek advice and support • Demonstrates a concern for the pastoral & spiritual welfare of all in the school • Committed to continuing professional development for self and others • Committed to active parental and Trustee involvement • Able to deal sensitively with people and resolve conflict • Forward thinking, resilient, enthusiastic and tactful • Trustworthy and loyal to the Headteacher, CEO and Trust board. • A can-do attitude to overcoming obstacles • Preparedness to go above and beyond • Resilience and stamina 	<p>Application form</p> <p>Interview</p> <p>References</p>

Other Factors	<ul style="list-style-type: none"> • Commitment to Equal Opportunities • Enhanced DBS check 	Application form Interview References DBS process