# Job Description

# Inclusion Lead

**Role Profile**  **BCP Specialist**

**Service/Team** SEND Assessment and Review

**Reports to** Head of SEND, Assessment & Review

**Responsible for** None

**Number of posts** 3

**Post number** TBC

**Grade** Band K

**My job improves the quality of life for the people of Bournemouth Christchurch and Poole by ensuring that, where it is appropriate for their level of need, as many children and young people with SEND as possible are successfully supported to achieve their outcomes and thrive in their local mainstream school.**

**Job Overview**

* Lead on providing subject matter expert advice, guidance, training, support and challenge to mainstream settings in BCP to deliver increased standards of achievement and inclusion for children with SEND across primary and secondary age phases ensuring a holistic, co-productive approach that places the child and family at the centre of all practice.

## Key Responsibilities

* To raise standards of achievement and inclusion in mainstream settings and improve the quality of teaching and provision for pupils with SEND by delivering systematic and strategic monitoring and intervention, expert support and challenge to schools and settings
* To support schools in their delivery of ordinarily available provision and an effective and efficient graduated approach by providing expert advice, guidance, training, support and challenge to the leadership teams and teaching staff
* To assist in whole schools improvement for pupils with SEND and enable the Local Authority and its schools to evaluate educational outcomes for pupils with SEND and determine effective and efficient provision by working strategically with the Education Improvement, SEND and School Planning and Admissions Service to monitor and evaluate outcomes and feed into strategic planning for sufficiency and provision.
* To support schools with multi-agency, holistic approaches to working with children with SEND by advising the SENCO and SLT on appropriate pathways to use and services to access, and by enabling a ‘team around the school’ type approach to services working with the school.
* To ensure strong partnership working between schools and their parents and pupils by acting as a leader in good practice and co-production, fostering positive relations, and supporting and challenging schools in their practice.
* To secure continuous improvement in service delivery by clear monitoring and evaluation of service work and assisting the Head of Service in implementing and reviewing Team Plans.

## Specific Qualifications and Experience

* Qualified teacher status
* Evidence of further continuous professional development appropriate to the post and understanding of best practice
* Recent significant experience of working with children and their families in schools and settings.
* Experience of working with children with a wide range of individual needs.
* Experience of and ability to work effectively with adults to develop their practice.
* Relevant training related to inclusion and working with children with special needs and their families
* Evidence of multi-agency collaboration
* Evidence of successful delivery of training to a variety of audiences and/or evidence of supporting professional development of practitioners in SEND
* Clear understanding of effective quality first practices and how adjustments to the learning environment can ensure access for a range of learners
* Knowledge of proven interventions and how to monitor and measure impact
* Clear understanding of how to identify and measure positive progress and effective practice
* Experience of collaborating with others to find solutions and improve outcomes for children and their families
* Track record of ensuring positive outcomes for a range of learners
* Evidence of successfully leading an initiative within an educational setting that led to positive outcomes for pupils
* Deep specialised knowledge and expertise of relevant legislation and guidance around SEND and its impact on school settings demonstrating practical and theoretical knowledge
* Extensive experience of managing SEND support or provision within a school or setting, for example as a SENCO

## Personal Qualities & Attributes

* Ability to work both collaboratively and independently
* Ability to use effective interpersonal skills to develop solutions to complex or contentious problems where there are a range of options and the information is unclear or conflicting
* Ability to work flexibly with a complex and high risk case load, considering in advance different customer needs and adapting communications accordingly
* Ability to work to tight deadlines
* Ability to plan and organise own workload in an environment of constant change and where there are competing demands that require a high level of mental dexterity
* Successful motivator of other colleagues
* Able to demonstrate good analytical skills
* Good knowledge of ICT including Excel, Word, Outlook and other programmes relevant to the role
* Conscientious, determined and highly motivated to improve outcomes for children, families and young people
* Professional integrity, open and honest
* Ability to accept accountability for own work and work independently, making evidence based and outcome focussed decisions about how policies are delivered using pro-active risk management, without the need to refer complex decisions to a manager
* Able to act as a model of professional conduct and presentation, demonstrating high personal standards of expertise and commitment
* High levels of resilience
* Ability to work in partnership with other areas to identify, recommend, and develop improvements to the efficiency and continuity of own area of work

## Job Requirements

* Enhanced DBS & Children’s Barring required
* Must be able to travel, using public or other forms of transport where they are viable, or by holding a valid UK driving licence with access to own or pool car.

This job description is not exhaustive and reflects the type and range of tasks, responsibilities and outcomes associated with this post.