

The Polehampton C. of E. Schools  
**JOB PROFILE for Inclusion Leader**

<b>Job Title:</b>	Inclusion Leader
<b>Reporting to:</b>	Heads of Schools (HoS) & Executive Headteacher (EHT)
<b>Responsible for:</b>	SEN TAs/HLTAs
<b>Job Purpose:</b>	<ul style="list-style-type: none"> <li>• Determine the strategic development of special educational needs and disabilities (SEND) and Pupils Premium policy and provision in the school</li> <li>• Be responsible for day-to-day operation of the SEND policy and co-ordination of specific provision to support individual pupils with SEN or a disability</li> <li>• Monitoring and supporting other groups within the schools, for example GRT or children with EAL</li> <li>• Provide professional guidance to colleagues, working closely with staff, parents and other agencies</li> <li>• The Inclusion Leader will also be expected to fulfil the professional responsibilities of a teacher, as set out in the School Teachers' Pay and Conditions Document.</li> </ul>
<b>Duties and Responsibilities</b>	
<ul style="list-style-type: none"> <li>• Lead the strategic development of SEND policy and provision</li> <li>• Contribute to school self-evaluation, particularly with respect to provision for pupils with SEN or a disability</li> <li>• Ensure that all children with SEND access high quality learning across the curriculum</li> <li>• Ensure that all children with SEND have access to extra-curricular activities and have their voice heard</li> <li>• Ensure all pupils in receipt of Pupil premium/+ receive their full entitlement based on their individual needs</li> <li>• Monitor the impact of SEND and PP provision strategy</li> <li>• Ensure the SEND policy is put into practice, and that the objectives of this policy are reflected in the school development plan</li> <li>• Maintain an up-to-date knowledge of national and local initiatives which may affect the school's policy and practice</li> <li>• Evaluate whether funding is being used effectively, and propose changes to make use of funding more effective</li> <li>• Monitor and plan additional provision for other groups, as required</li> </ul>	

## Leadership and Management

- Work with the HoS, EHT and governors to ensure the schools meets their responsibilities under the Equality Act 2010 in terms of reasonable adjustments and access arrangements
- Prepare and review information the governing board is required to publish, presenting at governors' meetings
- Contribute to the school development plan and whole-school policy
- Identify training needs for staff and how to meet these needs
- Lead INSET for staff
- Promote an ethos and culture that supports the school's SEND policy and promotes good outcomes for pupils with SEN or a disability
- Lead and manage teaching assistants working with pupils with SEN or a disability
- Lead staff appraisals and produce appraisal reports
- Review staff performance on an ongoing basis

## Operation of the SEND policy and co-ordination of provision

**Lead the daily operational duties of the SEND team. This will include:**

- Maintain an accurate SEND register and provision map
- Provide guidance to colleagues on teaching pupils with SEN or a disability, and advise on the graduated approach to SEND support
- Advise on the use of the schools' budgets and other resources to meet pupils' needs effectively, including staff deployment
- Understanding the purpose of the Local Offer and update regularly
- Generating the paperwork for all Annual Reviews, coordinate attendees involvement and lead these meetings
- Organise and oversee all referral paperwork
- Work with the HoS to ensure HLTA/TA deployment is effective
- Work with early years providers, 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
- Undertake appropriate assessments to identify needs and benchmark
- Analyse assessment data for pupils with SEN or a disability and those in receipt of PP
- Implement and lead intervention groups for pupils with SEN, and evaluate their effectiveness
- Work with the HoS to devise nurture groups

**To be jointly responsible for the wider effectiveness of SEND practices. This might include:**

- Being an advocate for quality first teaching throughout the school and support teachers in maintaining or developing this expectation
- Promoting pupil inclusion in the school community and access to all parts of the curriculum
- To maintain a high profile with parents
- Keeping abreast of developments in the field of SEND
- Promoting the removal of barriers to learning
- Sourcing and overseeing Inclusion resources for staff
- Raise awareness of SEND through work within the curriculum

**To undertake appropriate training and development for the role. This will include:**

- Gaining insight into practice at other schools
- Undertaking training for coaching and similar demands of the role as they arise
- National SENCo Award (if not already achieved)
  
- Any other duties as may be required from time to time commensurate with the level of the post.
  
- This job description will be subject to annual review and updating in light of the changing needs of the school.
- Changes will be made subject to consultation with the job holder at their annual performance review.

### PERSON SPECIFICATION – Inclusion Leader

Qualifications, Training and Experience	Essential	Desirable	How assessed
Qualified teacher status & degree	X		Application
An existing/previous SENCo		V	
National Award for SEN Co-ordination, or a willingness to complete it within 3 years of appointment	X		Application
Qualifications/training relating to different Special Educational Needs e.g. Autism, Dyslexia, ADHD		X	Application
Team teach Certificate		X	Application
Commitment to CPD and improving practice through reflection	X		Application / Interview
Experience of working with children with SEMH, ASD and other complex SEND needs	X		Application / Interview
Experience of implementing effective behaviour management strategies for groups or individual with SEND	X		Application / Interview
A thorough understanding of SEND procedures including statutory needs assessments (EHCPs) and top up applications and funding		X	Application / Interview
Skills and abilities			How assessed
To be able to teach lessons which consistently meet the Teacher Standards	X		Application / Interview
Use of evidence-based research to inform practice	X		Application / Interview
Ability to plan and evaluate interventions	X		Application / Interview
To work well in a team, contributing ideas and supporting faculty/department procedures	X		Application / Interview
To be a confident user of IT as a teaching and monitoring tool	X		Application / Interview
Ability to monitor and track pupils to make sure that the most effective strategies are being used.	X		Application / Interview
Ability to problem solve and be inventive	X		Application / Interview
Experience of line managing staff	X		Application / Interview

<b>Personal Attributes</b>			<b>How assessed</b>
Excellent communication skills with the ability to relate well to pupils and adults	X		Application / Interview
Ability to make effective use of data and develop timely and relevant intervention strategies to promote student progress	X		Application / Interview
Energy, enthusiasm, determination and an insistence on high standards	X		Application / Interview
Be able to work under pressure, prioritise and manage time effectively	X		Application / Interview
Commitment to maintaining confidentiality at all times	X		Application / Interview
Commitment to getting the best outcomes for pupils and promoting the ethos and values of the school	X		Application / Interview
Commitment to equal opportunities and securing good outcomes for pupils with SEN or a disability	X		Application / Interview
Ability to take on constructive feedback and/or reflect on own practice	X		Application / Interview
Commitment to safeguarding and equality	X		Application / Interview
Is able to manage their own wellbeing and self-regulate in challenging situations, asking for help when needed	X		Application / Interview
<b>Safeguarding</b>			
The successful candidate will be subject to a satisfactory enhanced disclosure from the Disclosure and Barring Service (DBS).			