**Inclusion Manager– Job Description**

**Autumn 2019**

3 days a week (0.6 F.T.E)

MPS/UPS + TLR SEN Allowance £2106 (F.T.E) depending on experience.

A person appointed as Inclusion Manager in a school shall play a significant role under the overall direction of the Headteacher and Deputy Headteacher in leadership and management: The aim of this is that the school’s provision for children with SEN and D and those entitled to Pupil Premium becomes outstanding and they support the school in achieving this in all areas. Thus, the job purpose can be summarised thus:

* To take responsibility for inclusion, so that all children are helped to learn, achieve and participate fully in the life of the school
* To take day-to-day responsibility for the operation of the SEN and D policy and co-ordination of the provision made for pupils with SEN, working closely with staff, parents, carers and other agencies
* To take account of the strategic development of the principles of inclusion across the school
* To lead the self evaluation and improvement planning for children with SEN and D and who are eligible for the Pupil Premium Grant

In addition to the specific requirements of the post of classroom teacher the particular duties expected of the post holder include but are not limited to those set out below:

**Specific Management Duties**

1. To oversee the day-to-day operation of the school’s SEN and D policy
2. To co-ordinate the provision for children with Special Educational Needs and who have disabilities.
3. To oversee the records of all children with special educational needs.
4. To maintain up-to-date lists of children within the Inclusion Groups and record evidence of their achievement, at least termly.
5. To organise review meetings and assessment processes related to the revised SEN code of practice.
6. To liaise with parents of children with special educational needs.
7. To liaise with external agencies, including the LA’s support and educational psychology services, health and social services and voluntary bodies
8. To understand the requirements of the General Data Protection Regulations (GDPR) and the importance of confidentiality
9. Arrange for all school agreed timescales to be met for SEND and PPG. For example, in relation to displays, reports and one plan meetings.
10. Arrange at least one SEND workshop per term for parents.
11. Support specific trips and experiences aim primarily for SEND and PPG children.
12. Be a ‘presence’ around the school through, but not limited to:
    1. Being outside at lunchtime outside at lunchtime for at least ten minutes.
    2. Proactively supporting supervision of children at times when additional supervision maybe required, for example, during wet play and dinner times and during ‘events’ and experience days.
13. With the deputy headteacher and business manager, ensure that all SEN and PPG based classes, groups etc have appropriate supervision.
14. Organise rotas and timetables as necessary.
15. Ensure all new SEND/PPG staff undertake the school’s induction process and that this is recorded.
16. Support teachers in undertaking all statutory and non-statutory assessments, for children with SEND and PPG.
17. To hold to account parents for ensuring their children wear school uniform and to ensure colleagues, for example Learning Mentor, do the same.
18. Arrange for all SEN focused learning areas (classrooms, learning hubs, corridor learning areas etc) to reflect the school’s policies and effective practice. For example, for SEN learning hubs to have all resources, be well organised and presented by the time interventions start each term and ongoing.
19. Writing annual SEND and PPG reports to meet statutory timescales and those set by governors and more senior colleagues.
20. Produce personalised curriculums and learning programmes for SEND children, as necessary, and see that these are implemented to good effect.
21. To attend cluster meetings.
22. To keep abreast of developments through continuous professional development

**Specific Leadership Duties**

1. To be accountable for the strategic development and leadership of SEND and PPG developing and implementing plans, policies and targets and practices within the context of the school and trust’s aims, policies and circumstances.
2. To write and regularly review, the school’s Inclusion and SEN policies, and related reports and documents
3. Undertake effective performance management for staff, as directed by the headteacher. For example, learning mentor.
4. Support the effective performance management for staff, as directed by the headteacher. For example, LSAs that work with EHCP children and that have other aspects to their role.
5. To support the headteacher and deputy headteacher with the performance management of any colleague that has informal or formal monitoring and/or capability procedures.
6. To, at least termly, analyse SEND and PPG performance data for:
   1. Reading
   2. Writing
   3. Mathematics
   4. and, in KS 1, phonics
   5. Boys/Girls
   6. Pupil Premium
   7. Ethnicity
7. Use analysis of performance data to:
   1. Identify those children on track/not on track to make expected progress.
   2. Identify children most capable of accelerated progress.
   3. Identify attainment and possible attainment of children.
8. In collaboration with phase leads, plan and implement teaching, including through interventions, which ensures all SEND and PPG children make at least expected progress and those that enter the KS with low progress and/or attainment, diminish this difference to their peers.
9. Lead the teaching of children with SEND so that it is of a consistently high quality and consistent in its approach.
10. To liaise with and advise fellow teachers.
11. To deliver in-service training to school staff as appropriate
12. To write Improvement/Priority plan each year and term, evaluating its impact at least termly and reporting on this to the headteacher and deputy headteacher.
13. To meet with and report to governors, as governors require it to take place.
14. In coordination with other leaders, to monitor and evaluate the quality of learning and teaching.
15. In coordination with other leaders, moderate teacher assessment.
16. Attend and fully participate in all Senior Leadership Team Meetings applying the concept of collective responsibility.
17. Model the positive application of all school policies and procedures through, for example, positive body language and talk in meetings and the staff room.
18. Lead SEND and PPB focused meetings so that they each meeting is purposeful and secures improvement to provision.
19. Lead School Improvement Meetings, as directed by the headteacher and/or deputy headteacher.
20. To be an active member of the safeguarding team, under the direction of the deputy headteacher and headteacher.

***Administration***

* participating in administrative and organisational tasks related to such duties as are required to fulfil their role.

***The Governing Body is committed to safeguarding and promoting the welfare of children and young people, and expects all staff and volunteers to share this commitment.***

**Person specification for**

**Inclusion Manager - Autumn 2019**

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| Essential Qualification | A DFE recognised teaching qualification  National award for SEN coordination |
| **Experience** | A successful primary practitioner, with experience of working within at least one school.  Have experience of being an effective SENCo or Inclusion Manager  Have experience of line managing others  Have experience of using assessment for learning as a basis for effective teaching and for tracking the progress of children. |
| **Knowledge, Skills and Understanding** | Has a good knowledge and understanding of the factors that lead to improvement in achievement levels for individuals with SEN and of best practice in special educational needs teaching Has a good knowledge and understanding of the factors that led to improvement in achievement levels of named groups of children, including children supported by the Pupil Premium Grant.  Has a good understanding of the Special Educational Needs Code of Practice Engages in continuous development activities, thus responding to constant changes and developments in special educational needs teaching. The ability to effectively plan, prepare and assess in all areas of the curriculum and for all children.  Have the skills, knowledge and desire to use ICT in planning and across the curriculum  A secure, working knowledge, of The National Curriculum, EYFS and locally agreed RE syllabus.  Have effective classroom management.  Be able to implement our whole school approach to learning and teaching.  Able to involve parents in the education of their children and in the life of the school generally.  An understanding of equal opportunity issues and how they affect all aspects of school life |
| **Communication Skills** | Ability to communicate clearly orally and in writing with children, parents, colleagues, governors and other agencies as necessary.  Shows consideration, concern and respect for other people’s feelings and opinion, is a good listener and displays ‘empathy’  Co-operates and works well with others in the pursuit of team goals, sharing information and supporting others  Effective line-management |
| **Self Management** | Be able to meet deadlines  Be able to work to challenging professional goals  Take responsibility for one’s own professional development  Have high levels of resilience |
| **Leadership** | An understanding of how to raise standards of teaching and learning across whole school in relation to children with SEN, D and who are eligible for PPG.  Ability to analyse, interpret and understand relevant information  Be able to demonstrate good judgement |
| **Attributes** | Displays a high level of personal drive and energy, and shares a capacity for sustained effort and improvement Works creatively, coming up with new ideas and collaborating with others to identify fresh approaches  Is adaptable and receptive to new ideas  Influences the attitudes and opinions of others gaining their agreement through persuasion to idea, proposals and course of action  Takes responsibility for own development  A commitment to an inclusive classroom  A commitment and ability to reflect on current practice, your own and the schools, and develop it in order to raise standards  Willingness to extend children’s learning through extra curricular activities and other learning outside of the classroom.  Be open-minded, adaptable and flexible  Have energy, vigour, perseverance and a sense of humour  Have a high level of commitment to the school and its continuing development  Be reliable, trustworthy and have integrity  Have a satisfactory health record  Be a team player |