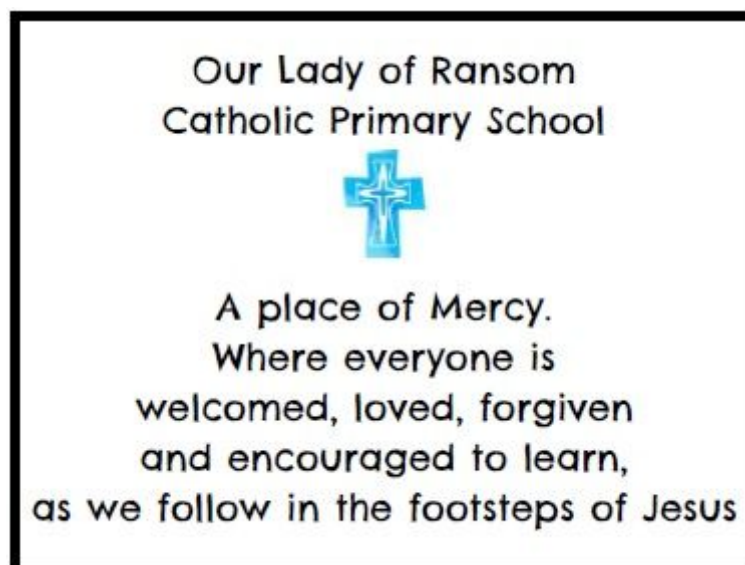




Our Lady of Ransom Catholic Primary School

Inclusion Leader - Job Description & Person Specification



Job Description for the post of Inclusion Leader

Job Purpose: Whole-school teaching and learning responsibility in the area of SEND and inclusion of all vulnerable learners.

Salary/Grade: In line with current School Teachers' Pay and Conditions Document.

Responsible to: The Headteacher, Local Governing Committee.

Introduction

This appointment is with the governors of the school under the terms of the Catholic Education Service contract signed with the governors as employers. The governors will seek to appoint a SENCo who, by personal example and professional leadership, will ensure that the Catholic ethos, rooted in the teachings of Jesus Christ and the Catholic Church, permeates all aspects of the life of the school.

The appointment is subject to the current conditions of service for Teachers contained in the School Teachers' Pay and Conditions document and other current education and employment legislation.

This job description may be amended at any time, following consultation between the Headteacher and the SENCo and will be reviewed annually.

All staff have a responsibility to safeguard and promote the welfare of all children. If any teacher suspects that a child in his/her class may be a victim of abuse, they will immediately inform the named person about their concerns verbally and in writing. Abuse can be of a sexual, emotional or physical nature. It can also be the result of neglect. Concerns reported to the designated member of staff may require further action.

At all times, underpinning every aspect of professional life in this school, the Local Governing Committee of St Our Lady of Ransom Catholic Primary School expects all staff to uphold the school Safeguarding Policy. Staff are expected, at any time, to speak to the Headteacher or a DSL (and the Chair of Governors in the case of the Headteacher) if there are any concerns regarding the conduct of any member of the school workforce. This statement must be borne in mind when observing the main responsibilities outlined below.

Professional duties and responsibilities

The duties outlined in this job description are in addition to those covered by the latest School Teachers' Pay and Conditions Document. It may be modified by the head teacher, with your agreement, to reflect or anticipate changes in the job, commensurate with the salary and job title. It will be reviewed in the context of the School Development Plan and Performance Management cycle.

Teaching and learning

1. Identify and adopt the most effective teaching approaches for SEND pupils and vulnerable learners.
2. Monitor teaching and learning activities to meet the needs of SEN pupils and vulnerable learners.
3. Liaise with other schools to ensure continuity of support and learning when transferring SEN pupils and vulnerable learners.
4. Promote Inclusion best practice and contribute to the aims and ethos of the school through membership of the senior leadership team and when possible, attendance at school events.

Recording and assessment

1. Set targets for raising achievement among SEN pupils and other vulnerable groups as appropriate.
2. Collect and interpret specialist assessment and performance data and share with other staff and Governors as appropriate.
3. Set up systems for identifying SEN, and assessing and reviewing SEN provision. This includes creating and monitoring EHC plans, provision maps with class teachers and learning support assistants.
4. Update the headteacher and governing body on the effectiveness of provision for SEN children.
5. Keep parents informed about their child's progress through individual meetings and at Termly Learning Conferences.
6. As necessary, prepare applications for Educational Health and Care Plans; coordinate and attend annual reviews.
7. Assist Assessment Leader in making applications for additional support, time and/or specific papers for end of Key Stage assessments.
8. Maintain SEN register.
9. Evaluate the effectiveness of provision.

Leadership

1. Ensure all members of staff are able to recognise and fulfil their statutory responsibilities to SEN pupils and all vulnerable learners.
2. Provide training opportunities for Learning Support Assistants and teachers to learn about Inclusion, including whole-school Inset.
3. Disseminate good practice in Inclusion across the school.
4. Identify resources needed to meet the needs of SEN pupils and manage the SEN budget.
5. Work with the Headteacher and Governors on the strategic development of SEN & Inclusion, including reviewing and formulating appropriate policies.
6. To be responsible for the supervision and organisation of Learning Support Assistants, including their performance management.
7. Support pupil progress meetings, recording agreed provision within provision maps.
8. To be involved in the appointment of Learning Support Assistants.
9. To work with the Headteacher and other key staff on developing the effectiveness of transition arrangements between the Nursery (and other pre-school settings) and FS.
10. Liaise with the Educational Psychology service and other specialist and support agencies.

11. To keep abreast of developments in SEN (e.g. research, changes to the law) and inform staff and Governors as necessary.
12. To attend appropriate training, CPD and conferences and provide feedback to colleagues.
13. Lead CPD on inclusion matters as needed across the school.
14. Work with the headteacher to plan the overall deployment of teaching assistants throughout the school.
15. Liaise with key stage leaders and all teachers in the successful deployment of learning support assistants within key stages and year groups.
16. Undertake SEN self evaluation, contributing to the school SEF and improvement plan and planning for continuous improvement in inclusion practice
17. Model good practice in teaching pupils with SEN including those with severe complex needs.
18. Develop links with governors, the LA, external agencies and neighbouring schools.

Other responsibilities

1. To willingly undertake any reasonable task requested by the Headteacher from time to time to support the safeguarding of staff and children.
2. To be willing to undertake the role of Deputy Designated Child Protection Co-ordinator.

Signed_____ date_____

Person Specification for the post of Inclusion Leader

| | Essential | Desirable |
|-----------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Qualifications | <p>Qualified Teacher status. Degree or equivalent Have gained or a willingness to work towards the National Qualification for SENCO</p> | <p>Evidence of continuous INSET with particular reference to Special Educational Needs (SEN). Evidence of further study</p> |
| Experience | <p>The SENCO should have experience and understanding of:</p> <ul style="list-style-type: none"> - Teaching and learning across the primary age range - Successful experience in a middle or senior leader role in a primary school - Qualified teacher with at least five years experience in the primary sector - Experience in Inclusion or SEND - Experience of data analysis - Experience of leading workshops, staff meetings and INSET - Responsibility for developing, monitoring and evaluating an aspect of school provision - Experience of leading and managing people - Experience of contributing to self-evaluation and school | <p>In addition, the SENCO might have experience</p> <ul style="list-style-type: none"> - of teaching the whole primary age range dealing with a range of SEN. - Experience of leading a team of teachers on the curriculum initiative - Experience of working in at least two schools - Experience of coaching and mentoring - Experience of leading, training and other staff development activities, including appraisal - Experience of working with governors, parents and the wider community - Experience of budget management - Hold the National Award for SEN Co-ordination |
| Knowledge and Understanding | <p>The SENCO should have knowledge and understanding of (or willing to receive the relevant qualification):</p> <ul style="list-style-type: none"> - A proven record of teaching that has made a considerable impact on pupils' learning - Knowledge of relevant legislation - in particular of The SEN Code of Practice and Pupil Premium, equal opportunities and disability discrimination legislation and how these apply to pupils with Education Health Care Plans as well as those without - 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 - Sound understanding of assessment, recording and reporting of the Foundation Stage Profile - Understanding of strategies for school improvement - Up-to-date knowledge and understanding of current educational issues - Understanding of the distinctive nature of a Catholic primary school - A commitment to the knowledge and understanding of Child Protection and Safeguarding - Evidence of highly effective teaching | <p>In addition the SENCO might have knowledge and understanding of:</p> <ul style="list-style-type: none"> - Subject Leadership of a core subject - Knowledge of how the effective use of data and target setting can raise standards - Knowledge of Analyse School Performance (ASP) or relevant tracking systems - The funding support mechanism for SEN - The roles and responsibilities of educational psychologists and of learning and behaviour support services - Good understanding of the principles behind project management including planning, monitoring, review and evaluation progress - Knowledge and understanding to support EAL children |

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| Skills | <p>The SENCO will be able to / be / have:</p> <ul style="list-style-type: none"> - Ability to positively influence others <p>Ability to motivate, lead and manage people to work both individually and in teams</p> <p>Continue the school's traditions of worship and pastoral care, including leading Collective Worship in a Catholic School</p> <ul style="list-style-type: none"> -Flexible and imaginative; able to generate and implement new ideas and technologies - Ability to maximise use of ICT for curriculum support and Development - Ability to implement change and plan strategically - Outstanding communication skills, with a range of audiences both orally and in writing - Understanding, analysis and interpretation of school performance data - Commitment to developing the whole child, whilst maintaining academic standards - Effective problem solving skills - Effective administrative and organisational skills | <p>Confident in the use of information and communication technology.</p> <p>Good influencing and negotiation skills.</p> <ul style="list-style-type: none"> - Empathise with the difficulties of SEN pupils in accepting the curriculum - Organise and sustain systematic support from a variety of providers for a range of SEN - Manage the co-ordination of teaching assistants in support of SEN pupils - Advise and motivate teaching staff with SEN initiatives - Present clearly a wide range of specialised information to both educationalists and non- educationalists |
| Personal Characteristics | <ul style="list-style-type: none"> - Willingness to share expertise, skills and knowledge - Sensitivity to the aspirations, needs and self esteem of others - Commitment to team working - Willingness to address challenging issues with clarity of purpose and diplomacy | <p>Preparedness to attend national and regional venues for meetings and training sessions, which may involve overnight stays and occasional work in the evenings, or in school holidays.</p> |