



THORPEDENE PRIMARY SCHOOL

JOB DESCRIPTION

Job Title:	Inclusion Lead
Responsible To:	Headteacher
Responsible For:	Inclusion SEND
Pay Scale:	MPS/UPS

Job Purpose

The role is to lead our approach to inclusion, ensuring that all pupils' needs are met, they have full access to our curriculum, and are able to achieve their full potential.

- Determine the strategic development of special education needs (SEND) policy and provision in the school.
- Be responsible for day-to-day operation of the SEND policy and co-ordination of specific provision to support individual pupils with SEND.
- Provide professional guidance to colleagues, working closely with staff, parents and other agencies.

The Inclusion leader will also be expected to fulfil the professional responsibilities for a teacher, as set out in the school's Teacher's Pay and Conditions document.

- To work alongside the Headteacher and SLT in evaluating school effectiveness.
- To keep abreast of both local and national developments in relation to the primary curriculum and assessment.
- To line manage and undertake performance appraisals.
- To work with colleagues between key stages to ensure consistency of transition.
- To support and promote the aims and ethos of the school.
- Be aware that each child has a right to equal opportunities and equal access to the curriculum.
- Be committed to raising standards of achievement.
- Maintain high expectations and insist the children always produce their best - to reach their full potential.
- Work collaboratively with colleagues, setting high professional standards.
- Take an active part in the life of the school.

Working as Inclusion Leader

- To review the implementation of the SEND policy and code of practice.
- To monitor and evaluate the impact of intervention strategies across the school.
- To oversee all administration and communication processes relating to SEND provision are conducted in a timely manner.
- To ensure all annual reviews and ISPs are undertaken in line with statutory requirements.
- To manage the SEND budget with due regard to priorities for expenditure.

Strategic Development of SEND Policy and Provision

- Have a strategic overview of provision for pupils with SEND or a disability across the school, monitoring and reviewing the quality of provision.
- To contribute to school self-evaluation, particularly with respect to provision for pupils with SEND or a disability.
- Ensure the SEND policy is put into practice, and that the objectives of this policy are reflected in the school improvement plan.
- Maintain an up-to-date knowledge of national and local initiatives which may affect the school's policy and practice.
- Evaluate whether funding is being used effectively, and propose changes to make use of funding more effective.

Operation of the SEND Policy and Co-ordination of Provision

- Maintain an accurate SEND register and provision maps.
- Provide guidance to colleagues on teaching pupils with SEND or a disability, and advise on the graduated approach to SEND support.
- Advise on the use of the School's budget and other resources to meeting pupils' needs effectively, including staff deployment.
- 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.
- Analyse assessment data for pupils with SEND or a disability.
- Implement and lead intervention groups for pupils with SEND, and evaluate their effectiveness.

Support for Pupils with SEND or a Disability

- Identify a pupil's SEND.
- Co-ordinate provision that meets the pupil's needs and monitor its effectiveness.
- Secure relevant services for the pupil.
- Ensure records are maintained and kept up to date.
- Review the education, health and care plan with parents or carers and the pupil.
- Communicate regularly with parents or carers.
- Ensure that if the pupil transfers to another school, all relevant information is conveyed to it, and support a smooth transition for the pupil.
- Promote the pupil's inclusion in the school community and access to the curriculum, facilities and extra-curricular activities.
- Work with the designated teacher for looked-after-children, where a looked-after pupil has SEND or a disability.

Leadership and Management

- To work with the Headteacher, SLT and Academy to ensure the school meets its responsibilities under the Equality Act 2010 in terms of reasonable adjustments and access arrangements.
- Prepare and review information the school is required to publish.
- Contribute to monitor and review AIP plan and whole-school policy.
- To work with the Headteacher to lead, motivate, support, challenge and develop all staff to secure a continual improvement; including her/his own continuing professional development.
- To lead groups of staff in developmental activities, delegate appropriately and evaluate outcomes.
- Promote an ethos and culture that supports the school's SEND policy and promotes good outcomes for pupils with SEND or a disability.
- Lead a team of Learning Support Assistants working with pupils with SEND or a disability.

Strategic Direction and Development of School

- Ensure that the school ethos and vision is clearly articulated, understood and acted upon effectively by all members of the school community.
- Implement the vision and values of the school in everyday work and practice.
- Motivate and challenge learners in an engaging and secure environment.
- Be willing to innovate, take on new challenges and be a leader in the field of education.

Teaching and Learning

- To work with the Headteacher to secure and sustain high expectations and outstanding practice in teaching and learning throughout the school.
- To monitor and evaluate the quality of teaching and standards of pupils' achievement and use benchmarks and set targets for improvement.
- To support staff to develop classroom environments and teaching practice which secures effective learning across the breadth of the national curriculum and provides a professional model clearly demonstrating effective teaching, classroom organisation and display and high standards of achievement, behaviour and discipline.
- To ensure that staff are deployed effectively to ensure that effective learning takes place.
- To take on any additional responsibilities which might from time to time be determined and directed by the Headteacher.

QUALIFICATIONS AND EXPERIENCE	ESSENTIAL	DESIRABLE
1. Qualified Teacher Status	✓	
2. National Award for SEN Co-ordination	✓	
3. Own teaching is judged to be of a very high standard	✓	
4. Experience of successfully teaching pupils with a range of educational needs	✓	
5. Experience of a Leadership role	✓	
STRATEGIC DIRECTION AND DEVELOPMENT OF THE SCHOOL		
6. The ability to work constructively in partnership with all stakeholders, establishing positive and effective collaborations with parents, governors, other schools, external agencies, and the local community	✓	
7. Experience of working in partnership with Local Authority and/or multi-agency staff	✓	
8. The commitment to develop a positive, diverse, and inclusive school ethos which values each individual and challenges any form of discrimination	✓	
9. Experience of school self-evaluation and Improvement Planning in order to secure effective teaching and learning and raise standards		✓
10. Knowledge of recent educational developments, initiatives, and legislation, and how they may impact on the school.	✓	
SKILLS AND KNOWLEDGE		
11. Sound knowledge of the SEND Code of Practice	✓	
12. Understanding of what makes 'quality first' teaching, and of effective intervention strategies	✓	
13. Ability to plan and evaluate interventions	✓	
14. Data analysis skills and the ability to use data to inform provision planning	✓	
15. Ability to build effective working relationships with colleagues, parent/carers and external agencies	✓	
16. Good record-keeping skills	✓	
LEADERSHIP AND MANAGEMENT		
17. Proven experience as a middle/senior manager within a school, leading, motivating and managing staff effectively and working well as a team member.		✓
18. Proven ability to self-motivate, use initiative, and lead pro-actively.	✓	
19. Excellent inter-personal skills, showing proven ability to build and maintain strong relationships with others, based on good communication, honesty, equity, transparency, and mutual respect.	✓	
20. Good organisational skills and the ability to have a flexible and adaptable approach, including the ability to prioritise to meet deadlines.	✓	

21. To possess excellent listening, written and oral communication skills, the ability to chair meetings, make presentations and to communicate effectively with pupils, parents, governors, and staff.	✓	
22. The ability to manage time effectively.	✓	
23. The ability to identify, organise and ensure effective delivery of continuing professional development (CPD) across the Primary phase.	✓	
24. Experience of conducting training/leading INSET		✓
OTHER		
Commitment to getting the best outcomes for pupils and promoting the ethos and values of the school	✓	
Commitment to equal opportunities and securing good outcomes for pupils with SEN or a disability	✓	
Ability to work under pressure and prioritise effectively	✓	
Commitment to maintaining confidentiality at all times	✓	
Commitment to safeguarding and equality	✓	
Friendly, personable, good communication Skills	✓	

This job description may be amended at any time in consultation with the postholder.

Headteacher/line manager's signature: _____

Date: _____

Postholder's signature: _____

Date: _____