



## **Inclusion Leader Full Time**

The ideal candidate will work as part of our Senior Leadership Team, work with staff on developing excellent and inclusive teaching and will be a caring individual with a relentless drive and enthusiasm for what they do. They will have great problem solving, administrative and organisational skills and will have broad teaching experience, experience of providing support for groups of children with learning difficulties and recent experience working in SEN/Inclusion in a school. They will have high expectations of children's abilities and behaviour and a passion for supporting individuals and groups of children with identified challenges within a culture of whole school inclusion.

### **Job Description**

**Purpose:** To promote and develop the values, skills and organisation necessary for outstanding inclusive education throughout the school, enabling high quality inclusive teaching and learning which will enable all children to achieve their full potential.

The Inclusion Leader will play an important strategic role in the leadership of the school, developing systems and teaching to ensure high levels of achievement for all groups of pupils. The role will involve supporting classroom teaching and learning, co-ordinating appropriate provision for children with special needs and liaising with colleagues, parents/carers, therapists working on-site and with outside agencies. The Inclusion Leader will oversee provision for pupils with special educational needs and/or disabilities (SEND), looked after children, pupils with English as an additional language, pupils with medical conditions, able, gifted and talented pupils, and other identifiable groups who need support. The Inclusion Leader oversees the onsite provision for children requiring additional therapies or expertise usually provided by external agencies.

### **Responsibilities Specific to the Post**

- Be accountable for raising the standards of teaching, learning and achievement for all children identified as having specific needs.
- Lead learning and co-ordinate the strategic management and development of inclusion across the school so that all pupils with a range of additional needs, in the identified groups above and in each class in EYFS to end of Key Stage 2 are well supported across the school and make very good progress.
- Oversee and ensure quality provision and interventions are in place for children with a range of additional needs.
- Develop school-based provision for children with SEN working with team of professionals and therapists.
- Ensure appropriate targets, plans and pupil profiles exist for all identified children.
- Lead, develop and enhance the teaching practice of all staff, through monitoring, evaluating and promoting improvement strategies to secure effective inclusive teaching and learning.
- Be part of the Leadership Team as relevant, having collective responsibility for school self-evaluation, understanding and using data and planning appropriate provision so that all children in designated groups achieve well within expectations.

- Line manage delegated staff and be involved in the recruitment, performance management and development and induction of staff with respect to inclusive practices and where appropriate their specific deployment.
- Develop and lead INSET to support effective inclusive practices and provision in school.
- Ensure all staff are aware of and fulfil their statutory duties with regard to SEND and Inclusion
- Take on responsibility for safeguarding and work closely with the Designated Safeguarding Lead
- Be responsible for monitoring school attendance, the impact this may have on progress and ensuring that there is appropriate follow-up with families.

### **Teaching, Learning and Assessment**

- Be an outstanding practitioner who knows and understands how pupils learn.
- Offer support, guidance and advice to teaching and support staff on the design and delivery of inclusive teaching programmes / curriculum development
- Contribute to School Improvement Planning and School Self Evaluation with regards to Inclusion.
- Oversee and work collaboratively with other staff, to ensure the effective co-ordination of intervention programmes to support designated groups of pupils.
- Actively seek out ways to enrich the learning experience of children through the co-ordination of the wider school curriculum and extended learning for pupils in identified groups.
- Develop and support systems of assessment for all children and participate in pupil progress meetings and action planning
- Contribute to the planning and delivery of whole school assemblies on topics relating to the inclusion agenda.

### **Knowledge and Understanding**

Maintain an up to date knowledge and understanding of and contribute to the maintenance of:

- The school's policies particularly with reference to Inclusion.
- The school's priorities and objectives
- Statutory legislation with regard to Inclusion and SEND
- Knowledge of the Independent School Regulations in relation to Inclusion
- Knowledge of current Ofsted Inspection requirements for Inclusion and SEND
- The requirements for assessment, reporting and recording pupil's attainment and progress.
- The characteristics of high-quality teaching and the main strategies for improving and sustaining high standards of teaching, learning and achievement for all pupils within designated groups.

### **Communication**

- Ensure that the Headteacher, SLT members and the wider staff team are kept informed about issues relating to Inclusion.
- Ensure parents are partners in the education of their children and have a good understanding of their child's achievement and support.
- Liaise and work co-operatively and collaboratively with colleagues.
- Work with and co-ordinate the team of professionals working with children from identified groups.
- Promote links with other schools and networks.
- Ensure effective record keeping and systems are in place and kept up to date for identified pupils.
- Work closely with the Teaching and Learning Committee and contribute to governors' meetings and as well as submitting reports by invitation

## **Resources**

- Identifying and purchasing appropriate resources to support the inclusion agenda across the school.
- Establish resource needs for the school and advise the senior leadership team of priorities for expenditure and allocate resources effectively.
- Ensure that relevant resources are kept up to date, catalogued and stored in an organised way, and accessible to staff.
- Where relevant, work with the Headteacher and leadership team in decisions relating to the deployment of staff.
- Ensure that Inclusive practice is represented in display and through the curriculum around the school.
- Ensure that equipment and resources for Inclusion comply with health and safety requirements.
- Monitoring, Evaluation, Review and Development – Relevant to designated groups of pupils
- Play a role in the strategic self-evaluation process.
- Analyse and interpret relevant national, local and school data, research and inspection evidence to inform decisions relating to identified groups of children with a range of additional needs.
- Monitor planning, records and reporting of inclusive practice.
- Identify areas for staff professional development and be aware of possible ways of addressing these needs.
- Monitor the progress made in implementing the improvement plan and towards targets and evaluate the effects of the above on teaching and learning using this analysis to guide further improvement.

## **Generic Responsibilities**

The post holder will be required to undertake such duties as may be reasonably directed by the Headteacher. In particular the following duties will be required:

- Planning and preparing of lessons with small groups and 1:1 ensuring appropriate curriculum links and that the needs of learners are met through well planned differentiated tasks.
- Setting and regular marking of above work
- Occasional class teaching cover
- Playground, lunch and other duties as needed.
- Assessing, recording and reporting on pupil development, progress and attainment.
- Creating and managing a learning environment that enables children to flourish
- Taking an active role in extended opportunities for children and contribute to promoting the life of the school within the community.
- Working collaboratively with colleagues.
- Attending relevant committee meetings and working with Governors where appropriate.

## Person Specification for Inclusion Leader

		Essential	Desirable
Qualifications	Teaching Qualification recognised by the DfE.	√	
	Evidence of on-going professional development; attendance on courses, INSET, action research, personal study etc.	√	
	Have gained or a willingness to work towards the National Qualification for SENCOs	√	
Experience	Proven track record of being an experienced and exemplary class teacher.	√	
	Experience of successful leadership and management within a school or other educational setting.		√
	Experience in Inclusion or SEN	√	
	Experience of leading workshops, staff meetings and INSET on Inclusion.	√	
	Experience of working with parents to ensure the best possible outcomes for children.	√	
	Experience of providing professional leadership and management of a staff team to secure high-quality teaching, effective use of resources and improved standards of learning and achievement for all pupils across the school.		√
	Experience of inter-agency work and working with Local Authority SEN services.	√	
Knowledge, skills and understanding	Experience of teaching and working with children from identified groups.	√	
	Knowledge of relevant legislation - in particular of the SEN Code of Practice, equal opportunities and disability discrimination legislation and how these apply to pupils with Statements/ 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.	√	

	Knowledge of current educational issues and their relationship to inclusion.	√	
	A good understanding of the EYFS and National Curriculum.	√	
	A sound understanding of the issues surrounding the safeguarding of children's welfare.	√	
	Knowledge of assessment, analysis and reporting of data to inform on progress, attainment and impact	√	
	Knowledge of LA systems related to SEN and supports available for schools		√
	Excellent behaviour management skills.	√	
Personal Qualities, Skills and Attributes	Excellent written and oral communication skills.	√	
	Strong organisational skills and ability to prioritise	√	
	Ability to develop and maintain open, supportive and cooperative relationships with all stakeholders.	√	
	Excellent time and task management skills with an ability to work under pressure and to deadlines.	√	
	Enthusiastic and energetic.	√	
	Approachable, accessible and flexible attitude.	√	
	Ability to work professionally with all staff and parents, to maintain appropriate professional boundaries and to be firm and clear when prioritising and communicating the school's approach to working with children and their families.	√	
	Ability to work on own initiative.	√	
	Passionate about ensuring excellence for all.	√	
Ability to lead, motivate and inspire others.	√		
Approach to work	To show a commitment to working in partnership with parents, governors and wider community to provide the best education possible for our pupils, modelling the school's values and promoting the school's vision.	√	