



Swalecliffe Community Primary School
Child first, pupil second

JOB DESCRIPTION

JOB TITLE:	INCLUSION LEADER
REPORTING TO:	Head of School
GRADE:	MPS/UPS +TLR 2
HOURS/WEEKS:	0.8-1.0 FTE (negotiable)

JOB SUMMARY

Purpose of the post:

To lead and manage inclusion across the school, in consultation with the Head of School, the Executive Head Teacher and the Governing Body, to provide an educational community in which all pupils are enabled to achieve their highest potential and be supported and nurtured on their journey of learning.

Responsible to:

The Inclusion Leader is an employee of the Governing Body and is required to carry out professional duties as detailed in the current version of the Teachers' Pay and Conditions Document and Instrument of Government of the schools. The Inclusion Leader must meet the requirements set out by the Head of School and Executive Head Teacher and implement policies as required. This job description may be amended at any time, following consultation between the Inclusion Leader, Head of School, and the Executive Head Teacher, and will be reviewed annually.

Inclusion Leader Job Description

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 Headteacher, with your agreement, to reflect or anticipate changes in the job, commensurate with the salary and job title.

The Inclusion Leader will be responsible for working with and supporting the Head of School and Executive Head Teacher on the following key school leadership and management areas. This will involve accepting delegated responsibility for aspects of these key areas.

Teaching and learning

- Carry out any teaching duties in accordance with the school's vision for the curriculum, essential Learning, long and medium-term plans and National Curriculum.
- Work with teaching assistants across the school to ensure that support staff are making a significant impact on children's learning, catch up and emotional wellbeing.
- Work with the Senior Leadership Team to secure and sustain high expectations and excellent practice in teaching and learning throughout the school, monitor and evaluate the quality of teaching and standards of pupil's achievement, and use benchmarks and set targets for improvement.

Strategic direction and development of the school

- Work with the Senior Leadership Team to contribute to a strategic view for the school in its community and analyse and plan for its future needs and further development within the local, national, and international context.
- Contribute fully to the Whole School Self Evaluation Process and School Improvement Planning Cycle.

Leadership and management

- Support the Head of School and Executive Head Teacher in the responsibility for whole school leadership.
- Work with the Senior Leadership Team to lead, motivate, support, challenge and develop all staff to secure continual improvement, including her/his own continuing professional development.
- Support and uphold the school's policies on behaviour, discipline, and bullying.
- Work with the School Business Manager to manage the budgets for all areas of Inclusion, including applying for High Needs funding and ensuring that the amount received is fair.
- Contribute to staff development activities.
- Work with the Senior Leadership Team to organise SEN timetables, CPD and monitor progress against school priorities.

Specific Duties

- 1) Ensure identification of children's needs or response to emerging needs is swift, accurate and effective.

To do this by:

- *maintaining a strong awareness of the full range of SEN need types.*
- *ensuring that staff training is designed to support identification.*
- *regularly engaging in discussion and observation of children making less than expected progress, where staff or parents raise concerns or who are working BPOS.*
- *Taking the opportunity to provide support and advice as a result or to seek more specialist advice in turn.*

- 2) Identify children who need additional provision that requires High Needs Funding to enable this need to be met and supported.

To do this by:

- *liaising with teacher and parent,*
- *updating the provision plans to accurately reflect the interventions, staffing, pupil ratio and time spent per week*
- *completing the online referral form and attaching the relevant evidence (need/diagnosis/risk assessments etc.) to support a successful application, and*
- *reapplying annually.*

- 3) Identify children who need an EHCP to support the child to enable their needs to be met and supported effectively at primary school, or in readiness for specialist provision or secondary school, by making a request for Statutory Assessment by emailing the Local Authority.

To do this by liaising with teacher and parent and collating the relevant information on the Appendix 2 form, (cross referencing reports from outside agencies and adding school information and evaluations of progress).

- 4) Oversee the progress of each child with an EHCP.

To do this by:

- *liaising with teachers and updating parents regarding each EHCP child's progress and the interventions taking place across the year.*
 - *Arranging and holding an Annual Review Meeting- preparing documentation, inviting outside agencies and the parents and relevant school staff,*
 - *finalising any documentation and emailing to LA.*
- 5) Identify children whose case needs to be brought to the LIFT Meeting so that all relevant specific children with outside agencies (STLS/EP/SALT/CAMHS) with a view to accessing advice and potentially STLS involvement.

To do this by ensuring that prior to LIFT meetings, the required school and family documentation is complete and that LIFT requests are sent 2 weeks prior to meeting to the LIFT administrator.

- 6) Co-lead discussions at Achievement days (pupil progress meetings) held 3 x annually, where SEN provision and other interventions are reviewed, and new interventions are agreed.
- 7) Support the provision planning for individual IEPs and editing class teachers provision plans prior to giving to parents following each Achievement Day, ensuring that for SEND children's parents are informed of their progress and revised targets.
- 8) Respond swiftly to parental requests for advice/support
- 9) Oversee Care Plans for children and related medical training for staff across the school,

To do this by ensuring that relevant care plans for children with a complex medical condition are updated at least annually or more frequently as required, and that as children move between staff and classes, the relevant medical training is in place.

- 10) Develop the tracking and monitoring arrangements for all children with identified Specific Learning Needs, Special Educational Needs and Disabilities.
- 11) Report to the Head of School, Executive Head Teacher, Governors and Ofsted on the progress and attainment of specific groups of children with SEN across the school.
- 12) Evaluate the impact of interventions and quality first teaching of SEN pupils and report to the Deputy Headteacher, Head of School and Executive Head Teacher.
- 13) Work with Year Group Leaders and year group teams to support and advise on planning focus groups and interventions for identified SEN pupils across the school to ensure best practice.
- 14) Plan and arrange CPD opportunities to develop learning and teaching to meet the specific needs of SEN pupils to support early identification and intervention across the school.

15) Monitor, support and address issues for pupils with SEN or LAC.

If Kent children, this will include liaison with VSK, chairing 3 x PEP meetings annually- educational targets set, reviewed and discussed (Online forms completed prior to and after meeting). For non-Kent children, this will include 3 x LAC meetings- to attend and update the education information for the child and accounting for how Pupil Premium Plus is spent.

16) Line Manage SEN staff across the school including planning for their CPD, monitoring their performance, and planning their allocation and timetables.

17) Lead appraisal for some of the SEN staff in the school.

18) Keep up to date with safeguarding training and procedures and maintain or work to achieve latest Inclusion/SENCO qualifications.

Work effectively with outside agencies

- ensure good communication with all parties and the best possible support, advice and outcomes for staff and children.

For STLS

- Make the initial referral through the LIFT process. Monitor children's progress because of any advice or support given, discussing with class staff and parents.

For EP

- Select key children for discussion, observation and assessment and monitor progress. Making use of this service to give powerful evidence for children with complex needs, especially if seeking statutory assessment for EHCP.

For Paediatricians

- Make relevant referrals via online NHS portal for ASC assessment and developmental difficulties (up to age 8).

For NELFT

- Make relevant referrals for ADHD age 6+ and ASC age 8+, ensuring that parental and school documentation are completed prior to sending the child to NELFT.

For Speech and Language

- Ensure that parental and school information is collated and completed online via the NHS Pod. Oversee in school speech and language interventions and support, especially for children not on SALT's caseload.

For SALT

- Liaise with the SALT service as needed across the year for advice and to discuss children on their caseload 3 x annually

For OT

- Ensure that parental and school information are collated and completed online via the NHS Pod
- For School Nurse referrals
- Ensure that relevant issues regarding eating/ toileting/ wellbeing etc. are referred via the online system.

Standards and quality assurance

- Support the aims and ethos of the school.
- Set a good example in terms of dress, punctuality and attendance.
- Attend and participate in open evenings and school events.
- Uphold the school's behaviour code and uniform regulations.
- Participate and lead staff training.
- Attend and lead team and staff meetings.

Other duties and responsibilities

- Attend events, lead extra-curricular activities and promote the school's ethos to others.
- Undertake such reasonable duties that the Executive Head Teacher or Head of School may from time to time ask the post-holder to perform.
- Adhere to school policies and any school-specific procedures / rules that apply to this role.
- Comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.