

TKAT Inclusion Leader Job Description

Job Title:	Inclusion Leader
Reporting To:	Headteacher/Deputy Headteacher
Primary Objectives:	To work with the Governing Body, Leadership Team and colleagues to develop and implement the school's strategy for inclusion with the aim of raising attainment and achievement throughout the school. The Inclusion Leader is responsible for working through and with staff, governors and other agencies to maximise the provision, attainment and achievement of identified groups of children that include: SEND, EAL, ethnic minority groups, more able, looked after children, children at risk and vulnerable children.
Location:	Northdown Primary School
Key Internal Relationships:	Headteacher, SLT
About us:	<p>TKAT (The Kemnal Academies Trust) is one of the largest Multi-Academy Trusts in the South of England with over 40 Primary and Secondary Academies in the TKAT Family.</p> <p>Northdown Primary School became an Academy within The Kemnal Academies Trust in 2009. It was identified as a GOOD school by Ofsted in November 2022.</p> <p>Situated in Margate, the school is a two-form entry which is organised in Phases. As part of TKAT we are a forward looking and innovative school with excellent staff who are committed to our vision statement; Achieving More Together.</p> <p>The TKAT Purpose</p> <p>Within the #oneTKATfamily, the shared and common purpose is to work together as a community of schools to ensure that every child, whatever their background, receives a high quality education.</p> <p>TKAT is committed to providing outstanding teaching and learning to enable all pupils to meet the challenges of the twenty-first century.</p> <p>The TKAT Values</p> <p>#oneTKATfamily:</p> <ul style="list-style-type: none"> ● Shared Voice ● Shared Belief ● Shared Success <p>TKAT's strategic priorities (pillars of intent)</p> <ul style="list-style-type: none"> ● Improve educational outcomes ● Support those most in need ● Be an employer of choice ● Work as an integrated Trust ● Provide a viable and sustainable infrastructure
Key Responsibilities:	The key task of the Inclusion Leader is to ensure that Special Educational Needs and Disabilities (SEND) EAL, ethnic minority groups, more able, looked after children, children at risk and vulnerable children provision is both efficiently and effectively managed. The range of responsibilities delegated to the Inclusion

Leader with regard to provision and coordination is outlined below. It is expected that all legal and statutory requirements are met for pupils with SEND via the Inclusion Leader.

Working with the Headteacher and Deputy Head, the Inclusion Leader has the following responsibilities:

Main Responsibilities

- Strategic direction and development of SEND EAL, ethnic minority groups, more able, looked after children, children at risk and vulnerable children.provision
- Teaching and learning
- Leading and managing staff
- Efficient and effective deployment of staff and resources
- Ensure effective systems of communication, including feedback about pupil's learning to inform future planning.
- Monitoring the quality of SEND EAL, ethnic minority groups, more able, looked after children, children at risk and vulnerable children support by establishing effective systems to identify and meet the needs of pupils, whilst ensuring that the systems are coordinated, evaluated and regularly reviewed.
- Ensure that the objectives of the SEND policy are reflected in the school improvement plan. Liaise with and coordinate the contribution of external agencies.
- Up-to-date knowledge of national and local initiatives which may impact upon policy and practice.
- To know and understand relevant research, national inspection evidence and legislation, including the SEND Code of Practice and equal opportunities legislation and how these apply to pupils with statements as well as those without;
- Making applications and referrals for EHCP's and any other referrals to professional bodies to support pupils.
- DSL

Progress and Achievement of Pupils

- To monitor the achievements, welfare and discipline of pupils, and to follow up the progress reviews, liaising with the pastoral team and parents when appropriate.
- To ensure that all access arrangements for any Statutory Assessments are in place and delivered.
- To monitor attendance, behaviour and exclusions for pupils with SEND, analyse data and support with strategies and systems to improve these outcomes.

Teaching and learning

- Influencing the whole Teaching and Learning policy to promote aspects of inclusive teaching and Quality First Teaching for pupils with SEND, EAL, ethnic minority groups, more able, looked after children, children at risk and vulnerable children.
- Leading INSET regularly and where appropriate; this may include charring and be a part of working parties.
- Providing opportunities for observation of colleagues/visits to other schools in order to share best practice.
- Collect and interpret specialist assessment data gathered on pupils and used to inform practice.
- Work with pupils, subject leaders, class teachers with tutorial/pastoral responsibilities to ensure realistic expectations of behaviour and achievement is set for pupils with SEND, EAL, ethnic minority groups, more able, looked after children, children at risk and vulnerable children.

- Support developments and initiatives to improve standards in literacy and numeracy as well as access to the wider curriculum.
- Overseeing and monitoring the quality of EHCPs and other support plans such as Personal Support Plans and maintaining detailed information for subsequent meetings with parents.
- Develop systems for colleagues to monitor and record progress made by pupils with SEN towards the achievement of targets set in EHCPs and support plans.
- Review EHCPs and support plans monthly with parents, pupils, teachers and agree and communicate new targets.
- Supporting the Headteacher in meeting statutory responsibilities for EHCPs and their Annual Review.
- Lead the Annual Review meetings for pupils with EHCPs
- Liaise with the identified staff to ensure reports are up to date and provision for special needs for all assessments are identified and met.
- Teach classes when required
- Monitor classroom provision to ensure that recommendations made by external specialists are implemented
- Hold In School Review (ISRs) meetings three times a year.

Assessment and Evaluation

- To collect and interpret specialist assessment data gathered on pupils and use it to inform practice.
- To devise, implement and evaluate systems for identifying, assessing and reviewing pupils' SEND in relation to the school's SEND policy alongside EAL, ethnic minority groups, more able, looked after children, children at risk and vulnerable children.
- To provide regular information to the Headteacher and Governing Body on the evaluation of the effectiveness of provision for pupils with SEND, to inform decision making and policy review.
- To monitor the progress made in setting objectives and targets for pupils with SEND, EAL, PP, ethnic minority groups, more able, looked after children, children at risk and vulnerable children. assist in the evaluation of and the effectiveness of teaching and learning and use the analysis to guide further improvement.

Leadership and Management

- To lead the team and to be instrumental in planning for continual improvement and to make a contribution to the evaluation of the work of the department.
- To promote an atmosphere of continuing professional development and to share good practice with colleagues.
- To contribute to the school's development plan.
- To support the professional development of all staff, including early career teachers and initial teacher training students.
- To review annually a coherent set of job descriptions and oversee their implementation.
- Contribute to the selection, and promotion, of staff including the writing of references.
- To be involved in short-listing and interview procedures.
- To manage effectively all staff connected with the SEN department.
- Advise the Headteacher and Deputy Head on all staffing matters within the department.
- To appraise all identified colleagues on an annual basis.

- Encourage all staff to recognise and fulfil their statutory responsibilities.
- Develop proformas for essential repetitive paperwork, in order to create an administrative infrastructure as part of an effective communications system.
- Identifying the training needs of staff and organising/coordinating INSET to be delivered by other professionals.
- Disseminate procedural information such as recommendations of the SEND Code of Practice or the school's own SEND policy.
- Ensure the establishment of opportunities for SEND Teaching Assistants/Learning Support Assistants to review the needs, progress and targets of pupils with difficulties.
- Provide regular information to the Headteacher, Governing Body on the evaluation of the effectiveness of provision for pupils with SEND, EAL, ethnic minority groups, more able, looked after children, children at risk and vulnerable children to inform decision-making and policy review.
- To contribute effectively to the development of a positive ethos in which all pupils have access to a broad, balanced and relevant curriculum and which contributes to pupils' spiritual, moral, cultural, mental and physical development and in preparing pupils for the opportunities, responsibilities and experiences of adult life.

Efficient and effective deployment of staff and resources

- Draw up the annual SEND Development Plan.
- Provide advice to Headteacher and SLT relating to resource requirements, the deployment of staff and timetabling in relation to the support of SEND, EAL, ethnic minority groups, more able, looked after children, children at risk and vulnerable children.
- Organise and coordinate the work of colleagues to ensure appropriate deployment of learning resources including ICT.
- Apply for additional funding for SEND pupils and ensure the register is up to date for the school census.
- Maintain existing resources and explore opportunities to develop or incorporate new resources from the wide range available within and externally to the school.

Curriculum

- To ensure that work in support of schemes of work is developed and reviewed regularly in cooperation with all members of the department.
- To manage the department's financial, teaching and material resources to ensure the effective learning of all students.
- To contribute to the work of the school's Pastoral Management.
- To contribute to the work of the school's Curriculum.
- To ensure all timetables work effectively.
- To contribute to the implementation of the safety regulations in accordance with the Health and Safety at Work Act 1974 and other DFE guidelines.

Ethos and Culture

- To provide leadership in promoting an ethos and culture within the department that is in line with achieving the aims of the school.
- To facilitate, within the whole school, behaviours that support and contribute towards developing the values of the school.

	<p>Relations with Parents and the wider community</p> <ul style="list-style-type: none"> ● To develop and maintain effective partnerships between parents and the school's staff so as to promote pupils' learning; communicate effectively; providing information to parents about targets, achievements and progress. ● Undertake such other duties that may be required from time to time at the request of the Headteacher.
<p>Qualifications, Skills & Experience</p>	<p>You'll be an experienced qualified teacher with a passion for supporting pupils with special educational needs and disabilities.</p>
<p>Personal qualities</p>	<ul style="list-style-type: none"> ● Behaves consistently with the Trust's values in their interactions with internal and external stakeholders. ● Treats people with respect and in a fair and consistent way and develop and maintain appropriate skills in valuing diversity and promoting equality and inclusion ● Recognises when colleagues are under pressure and volunteers to assist them where possible ● Works within teams and across boundaries to share knowledge and achieve results ● Identifies and builds relationships required to achieve the best outcomes for the team ● Generously shares their time, knowledge, expertise and talent to support others' success ● Creates opportunities to enhance the experience of the customers through their daily tasks ● Maintains focus and drive to achieve quality outcomes ● Focuses their time and efforts on issues that will have the greatest impact on agreed objectives ● Anticipates responses and plans their approach accordingly