

**JOB DESCRIPTION**

**Post Title:** Inclusion Leader (including Senco)

**Report to:** Headteacher

**Liaising with:** Headteacher, governors teaching and support staff, external agencies, pupils and parents.

**Salary:** MPS/UPS +TLR

This appointment is subject to the current conditions of employment of teachers contained in the School Teachers’ Pay and Conditions Document, the Education Act 1997, the required standards for Qualified Teacher Status, other current educational legislation and the school’s articles of government.

This job description may be amended at any time following discussion between the head teacher and member of staff, and will be reviewed annually.

## Purpose of the Job:

The Inclusion Leader, under the direction of the headteacher, will:

* Determine the strategic development of special educational needs (SEN) policy and provision in the school
* Be responsible for day-to-day operation of the SEN policy and co-ordination of specific provision to support individual pupils with SEN or a disability
* Provide professional guidance to colleagues, working closely with staff, parents and other agencies
* Coordinate and lead safeguarding within the school
* Manage the deployment and performance of TAs
* Ensure the Behaviour Policy is being upheld and effective
* Monitor, challenge and support poor attendance
* Ensure Pupil Premium Funding (PPF) is used effectively to impact on outcomes for pupils in receipt of it

The SENCO will also be expected to fulfil the professional responsibilities of a teacher, as set out in the School Teachers’ Pay and Conditions Document, when directed by the Headteacher

# DUTIES AND RESPONSIBILITIES

Strategic development of Inclusion

* Have a strategic overview of provision for pupils with SEN or a disability and those in receipt of PP across the school, monitoring and reviewing the quality of provision
* Contribute to school self-evaluation, particularly with respect to provision for pupils with SEN or a disability and those in receipt of PP
* Ensure the SEN, Behaviour, Safeguarding and Attendance policies are 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 policies and practice
* Evaluate whether funding is being used effectively, and propose changes to make use of funding more effective

Operation of policies and co-ordination of provision

* Maintain an accurate SEND register and provision map
* Provide guidance to colleagues on teaching pupils with SEN or a disability, and advise on the graduated approach to SEN support
* Advise on the use of the school’s budget and other resources to meet pupils’ needs effectively, including staff deployment
* Be aware of the provision in the local area on offer
* Work with early years providers, other schools, educational psychologists, health and social care professionals, and other external agencies (Incl’ LIFT)
* Be a key point of contact for external agencies, especially the local authority
* Analyse assessment data for pupils with SEN or a disability and those in receipt of PP
* Implement and lead intervention groups for pupils with SEN, and evaluate their effectiveness
* Monitor attendance, termly and action support and challenge for those pupils less than 95% alongside the FLO
* Ensure staff training, relating to any responsibility within Inclusion, is up-to-date
* Complete administrative tasks linked to SEN provision including HNF, provision plans, EHCP applications working with staff, external agencies and families as appropiate

Support for pupils with SEN or a disability or in receipt of PPF

* Identify a pupil’s SEN
* Identify a pupils PP status
* 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 SEN or a disability

Leadership and management

* Work with the headteacher and governors 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 governing board is required to publish
* Contribute to the school improvement plan and assist in writing whole-school policies
* Identify training needs for staff and how to meet these needs
* Lead INSET for staff
* Share procedural information relating to inclusion, such as the school’s SEN policy
* Promote an ethos and culture that supports the school’s policies and promotes good outcomes for pupils with SEN or a disability or those in receipt of PPF
* To line manage TAs and FLO
* To analyse behavior incidents termly and report to HT
* To use ‘myconern’ to monitor behavior and safeguarding
* To act as a DSL

## Behaviour and Safety

* Establish a safe, purposeful and stimulating environment for pupils, rooted in mutual respect and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
* Manage classes effectively, using approaches which are appropriate to pupils’ needs in order to inspire, motivate and challenge pupils
* Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary
* Be a positive role model and demonstrate consistently the positive attitudes, values and behaviour, which are expected of pupils
* Have high expectations of behaviour, promoting self-control and independence of all learners
* Carry out playground and other duties as directed and within the remit of the current *School Teachers’ Pay and Conditions* *Document*
* Be responsible for promoting and safeguarding the welfare of children and young people within the school, raising any concerns following school protocol/procedures
* Follow GDPR and data protection expectations as outlined by the school and Data protection laws and polices.

## Team working and collaboration

* Participate in any relevant meetings/professional development opportunities at the school, which relate to the learners, curriculum or organisation of the school including pastoral arrangements and assemblies
* Work as a team member and identify opportunities for working with colleagues and sharing the development of effective practice with them
* Contribute to the selection and professional development of other teachers and support staff including the induction and assessment of new teachers, teachers serving induction periods and where appropriate threshold assessments
* Ensure that colleagues working with you are appropriately involved in supporting learning and understand the roles they are expected to fulfil
* Take part as required in the review, development and management of the activities relating to the curriculum, organisation and pastoral functions of the school
* Cover for absent colleagues within the remit of the current *School Teachers’ Pay and Conditions* document

## Fulfil wider professional responsibilities

* Work collaboratively with others to develop effective professional relationships
* Deploy support staff effectively as appropriate
* Communicate effectively with parents/carers with regard to pupils’ achievements and well-being using school systems/processes as appropriate
* Communicate and co-operate with relevant external bodies
* Make a positive contribution to the wider life and ethos of the school including attending school fund raising events and running a club

### Administration

* Participate in and carry out any administrative and organisational tasks within the remit of the current *School Teachers’ Pay and Conditions* *Document*

#### Professional development

* Regularly review the effectiveness of your teaching and assessment procedures and its impact on pupils’ progress, attainment and well-being, refining your approaches where necessary responding to advice and feedback from colleagues
* Be responsible for improving your teaching through participating fully in training and development opportunities identified by the school or as developed as an outcome of your appraisal
* Proactively participate with arrangements made in accordance with the Appraisal Regulations 2012

**Ethos/Values/Religious Character:**

* Possesses a passionate belief that all young people can succeed.
* Holds a strong desire for every child to flourish and achieve their very best in their academic, social, physical and spiritual development
* Promotes equality of opportunity and respect for diversity
* Is able and committed to promote and develop the school’s distinctive Christian vision, standards and character

**Other**

* To have professional regard for the ethos, policies and practices of the school and maintain high standards in your own attendance and punctuality
* Perform any reasonable duties as requested by the headteacher

#### Note

This job description is not your contract of employment or any part of it. It has been prepared only for the purpose of school organisation and may change either as your contract changes or as the organisation of the school is changed. Nothing will be changed without consultation.