



#### Job Description

JOB TITLE	SENDCo/Inclusion Manager and DSL
JOB FAMILY	Education Support
PHASE	Secondary
SALARY GRADE	TSAT T scales + SEND allowance
REPORTING TO	Principal
RESPONSIBLE FOR	Teaching Assistants, Learning Mentor and other staff as appropriate

#### Job Purpose

To assist in the promotion and oversight of high standards of teaching and learning, pupil achievement and progression through effective inclusion for pupils with special educational needs. To assist the Principal/Director of Education by ensuring inclusive practice is developed to promote the highest standards of pupil achievement for all.

To be the Designated Safeguarding Lead responsible for promoting and safeguarding (including Online Safety) the welfare of children and young persons for who you are responsible and with whom you come into contact. To be available for staff to discuss any safeguarding concerns.

- To be a member of the Extended Leadership Team to work collaboratively with leaders of the school
- To be responsible for securing the highest possible standards of achievement for vulnerable pupils across the school through monitoring, evaluating and target setting
- To lead, develop and enhance the teaching/support practice of others across the school by evaluating, supporting and coaching in relation to Inclusion and Safeguarding
- To be accountable for the strategic leadership and management of Inclusion in the school, developing and implementing plans, policies, targets and practices within the context of the school's aims and policies
- To organise, co-ordinate, support and lead the provision for vulnerable pupils throughout the school and those who require intervention programmes/personalised learning such as 1:1 Tuition or Individual Support Plans
- Communicate effectively with all stakeholders upholding a shared vision of respect, collaboration and shared responsibility for all young people in our school
- To develop systems for identifying, assessing and reviewing SEND (APDR) and other vulnerable groups such as PP, EAL and CiC
- To ensure that Maritime Academy is fully inclusive, adhering to all relevant local and national initiatives and statutory requirements



## Duties and Responsibilities

### Accountabilities:

#### 1) Strategic direction:

- Support the vision, ethos and policies of the school which secure effective teaching, successful learning and promote high levels of achievement and self-esteem for all pupils irrespective of background, ethnicity, gender or disability
- Help lead and manage the creation and implementation of the School Improvement Plan which identifies priorities and targets for ensuring vulnerable pupils achieve high standards and make progress
- Support the evaluation and effectiveness of the school's policies and developments and analyse their impact on vulnerable pupils
- Ensure the effective and proficient use of pupil data from a variety of sources, both internal and external, in the process of target setting
- Ensure that parents are well informed about the curriculum, targets, individual pupils' progress and achievement
- Be responsible for the school meeting its statutory duties as set out in the Code of practice and other associated statutory documentation
- To safeguard every pupil's health, safety and well-being in line with school Policies.
- To provide reports to parents, pupils, Governors and the Leadership Team with regard to vulnerable pupils across the school

#### 2) Teaching, Learning and assessment

- To teach individuals or groups of pupils, as required, in line with whole school policies and schemes of work, to undertake pastoral, administrative and leadership duties in keeping with the School Teachers Pay and Conditions of Employment (see Teacher Job Description)
- To lead, monitor and support the most effective teaching and learning activities to meet the needs of pupils with whom are vulnerable through school activities as well as boosters/interventions
- Lead professional development of staff to ensure that they continue to be skilled practitioners in all matters relating to Inclusion and Safeguarding
- Liaise with other schools to ensure continuity of support and learning when transferring pupils who are vulnerable
- To ensure the consistent and accurate use and implementation of Thinking Schools ethos

#### 3) Efficient and effective deployment of staff and resources

- To establish staff and resource requirements and advise the Principal, SLT and governing body on the priorities for expenditure.
- Support the allocation of resources made available with maximum efficiency to meet the objectives of the school and to achieve value for money



- Lead and manage the Pupil Premium Grant across the school ensuring research-based expenditure leading to evidence based improved outcomes for this vulnerable group
- To organise and co-ordinate the deployment of teaching assistants, learning resources, including ICT, and the triangulation of their impact across the school
- To maintain existing resources and explore opportunities to develop or incorporate new resources from the wide range of sources
- Assist with recruitment and selection of Teaching Assistants, EAL and Speech Language workers and other key support members as required
- To work with the Principal to ensure that SLAs and other purchased resources are cost effective and provide evidence of improvement for targeted children

4) **Managing referrals**

The designated safeguarding lead is expected to:

- Refer cases of suspected abuse to the local authority children's social care as required
- Refer cases to the Channel programme where there is a radicalisation concern as required
- Refer cases where a crime may have been committed to the Police as required
- Attend all relevant meetings (CP, Core groups, CIN and multi-agency/EHA) providing required information in a professional and timely manner
- Refer cases where a person has been dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required
- Liaise with the Principal to inform them of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations
- Liaise with staff (especially pastoral support staff, school nurses) on matters of safety and safeguarding and when deciding whether to make a referral to relevant agencies

5) **Standards and Quality Assurance**

- To organise, co-ordinate and represent the school at review meetings of pupils with a statement of SEND, an EHCP or other vulnerable groups at PEPs and LAC reviews
- To display exemplary classroom practice which meets the aims and objectives of the school
- Monitor interventions and other planned expenditure through costed provision maps
- Raise standards of individual pupil achievement and ensure that good attainment is maintained by providing a model of high quality teaching
- Develop links with Governors, Local Authorities, Thinking School Academy Trust Schools and neighbouring schools
- Uphold the school's behaviour code and uniform regulations
- Set and uphold a good example in terms of dress, punctuality and attendance
- Ensure that the Child Protection file is kept securely and is kept up to date with factual chronology and actions and all relevant documentation



- Where children leave the school, ensure their Child Protection file is transferred to the new school as soon as possible. This will be transferred separately from the main pupil file if paper, ensuring secure transit and confirmation of receipt should be obtained

6) **Raise Awareness**

The designated safeguarding lead should:

- Help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and school leadership staff
- Ensuring that staff know who the vulnerable children are, understand their academic progress and attainment and maintain a culture of high aspirations for this cohort; supporting teaching staff to identify the challenges that children in this group might face and the additional academic support and adjustments that they could make to best support these children
- Ensure the school child protection policies are known, understood and used appropriately
- In liaison with the TSAT Head of Safeguarding, ensure the school's safeguarding/child protection policy and its implementation is reviewed at least annually, is up to date, and addresses local issues relevant to the Academy
- Ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this
- Link with safeguarding partners to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements
- Work with the Senior Leadership Team to ensure safeguarding is at the heart of the school ethos and that all staff are supported in knowing how to recognise and respond to potential concerns

7) **People and relationships**

- Sustain effective, positive working relationships with all staff, students, parents, governors and the local community
- The designated safeguarding lead should have the contact details of Looked After Children's social worker and the name of the virtual school head in the local authority that looks after the child
- Encourage moral and spiritual growth and civic and social responsibility amongst students
- To line manage assigned members of the school team to ensure ongoing improvement for all students within vulnerable groups
- Attend and participate in open evenings and school events
- Undertake early help assessments for identified pupils and their families, and acting as lead professional where appropriate



**8) Personal qualities**

- The aspiration for excellence in services and pastoral care for children and families and the commitment to act accordingly
- A commitment to equal opportunities in service delivery and employment
- An enthusiasm to develop good working relationships with a wide range of partners, agencies and individuals
- A commitment to collaborative working and consultation with other key professionals both internal and external to the organisation
- To review, evaluate and implement change accordingly to maximise school improvement
- To keep up to date with current developments, research, and best practice and to debate as appropriate

**Other Areas of Responsibility**

**Teaching and Learning**

This is our core business and therefore it is an absolute priority. Although this role is not a direct teaching role you are expected to support all teaching staff, irrespective of seniority, to ensure they concentrate on the core business. This may mean undertaking tasks outside of your area of responsibility where required.

**Generic Duties relevant to all members of Staff**

**The Trust**

- The ethos of our Trust is “Transforming Life Chances”. All staff are expected to be committed to this aim in everything they do.
- It is expected that all staff work collaboratively as members of the Trust to share good practice, resources and ideas and realise the Trust’s visions and aims. All staff should act with professional integrity at all times, following the “Code of Conduct”.
- You will be based at Maritime Academy. However, you may be asked to work at any of the other academies within the Trust or partner schools and you could be required to travel between sites as required.

**Teaching and Learning**

- This is our core business and therefore it is an absolute priority. You are expected to support all teaching staff, irrespective of seniority, to ensure they concentrate on the core business. This may mean undertaking tasks outside of your area of responsibility where required.

**ICT**

- It is expected that all teaching and support staff follow the ICT Vision of the Trust.
- All staff will be expected to utilise ICT and to improve communication and reduce paper use. Security procedures must be followed when using ICT systems.





- All staff are expected to follow (and ensure students follow) the procedures as laid out in the Trust's Acceptable Use Policy. Staff are also expected to ensure that they follow Trust policies with regard to professional conduct when using ICT systems or Trust ICT equipment.

#### Health and Safety

- Employees are required to work in compliance with the Academy's Health & Safety Policies and under the Health and Safety at Work Act 1974 (as amended), ensuring the safety of all parties they come into contact with, such as members of the public, in premises or sites controlled by the Trust
- In order to ensure compliance, procedures should be observed at all times under the provision of safe systems of work through safe and health environments, including information, training and supervision necessary to accomplish those goals.

#### Safeguarding

- The Thinking Schools Academy Trust is committed to safeguarding and promoting the welfare of children and young people and all staff must ensure that the highest priority is given to following the guidance and regulations to safeguard children and young people. All staff are to have due regard for safeguarding and promoting the welfare of children and young people and to follow the child protection procedures adopted by the Thinking Schools Academy Trust. Any safeguarding or child protection issues **must** be acted upon immediately by informing the Designated Child Protection Officer.

#### Data Protection

- The Thinking Schools Academy Trust takes the responsibility of protecting and securing the data of Pupils, Staff, Parents and all associated individuals very seriously. The Trust requires all staff to complete data protection training and to adhere to its Data protection policies and procedures. All staff must ensure that if they suspect a data breach, they must inform the Trust Data Protection officer immediately.

This job description forms part of the contract of employment of the person appointed to the post. The duties, responsibilities and accountabilities highlighted in this job description are indicative and may vary over time at the discretion of the Trust. This job description will be reviewed annually and is an integral part of the Appraisal and line management process.

The duties and responsibilities in this job description are not restrictive and the post-holder may be required to undertake any other duties that may be required from time to time. Any such duties should not however substantially change the general character of the post. I understand and agree to the job description of a Graduate Learning Assistant (GLA)

Name:

Signed:

Date: