



## JOB DESCRIPTION AND PERSON SPECIFICATION

**Job Title/Post:** Inclusion Leader (including SENDCo and DSL)  
**Salary:** Leadership Scale L1 – L4  
**Responsible to:** The Headteacher

### **Purpose of the role**

The Inclusion Leader will lead colleagues in the strategic direction of Inclusion, Equality and Diversity throughout the school and is responsible for the implementation of relevant policies to ensure that children eligible for Pupil Premium funding and other vulnerable groups such as EAL, SEND, High Achievers and Looked After Children, are fully integrated into primary school to achieve their potential. The Inclusion Leader is the senior designated safeguarding lead and senior mental health lead. The duties and responsibilities of this post are to be carried out in accordance with the provisions of the School Teachers' Pay and Conditions Document.

### **Main responsibilities and duties:**

1. Work as part of the leadership team to raise standards, improve practice and lead learning, relationships, and welfare across the school.
2. Strategic direction and development of Inclusion, Equality and Diversity as a member of the School Leadership Team. Take the lead on Equality and Diversity ensuring that this remains a priority area in the school's long term strategic planning.
3. To lead Inclusion team to ensure:
  - appropriate provision and support is provided for all vulnerable Groups
  - relevant policies reflect the needs of all vulnerable groups
  - the relevant background information is collected, recorded, and updated for all vulnerable Groups.
  - the relevant assessment measures are in place to monitor the progress and accurately assess the attainment of all vulnerable groups
4. To lead the Mental Health & Wellbeing team to ensure:
  - appropriate provision is in place to support pupil development and wellbeing and staff wellbeing.
  - to support the Pupil Wellbeing Ambassadors in their role
  - to provide supervision for identified staff
5. To lead the Midday Supervisor Team to ensure the safety and wellbeing of pupils during lunchtimes in liaison with the Senior MDS.
6. To lead on behaviour and ensure this reflects both the whole school approach to nurture and the school approach to mental health and well-being
7. As SENDCo ensure the:
  - effective leadership and management of SEND
  - efficient and effective deployment of staff and resources
  - whole school approach to nurture is embedded throughout the school
  - effective running of interventions for vulnerable groups
8. To respond to changes in legislation/practice from Government and LA and educational developments in Inclusive practice, Equality & Diversity and disseminate information to staff including leading INSET and Professional Development Meetings.

9. To provide guidance and support to colleagues in school with the aim of securing high quality teaching for vulnerable groups such as Pupil Premium, SEND, EAL, High Achievers and LAC, so that they achieve the best outcomes possible.
10. To manage provision for Pupil Premium Pupils. Draw up, monitor, and review the PP strategy. Ensure those entitled to PP are at the forefront of teacher's minds when planning and supporting children.
11. To carry out the responsibilities of Designated Safeguarding Lead including the oversight of all safeguarding practice, training and development and regular liaison with other DSLs.
12. To develop strong and positive networks with external providers e.g. Educational Psychology, Social Services, Early Help etc. in order to offer the very highest level of support to pupils and their families.

### **Safeguarding**

- Work in line with statutory safeguarding guidance (e.g. Keeping Children Safe in Education, PREVENT) and our safeguarding and child protection policies.
- Work with other designated safeguarding leads (DSL) to promote the best interests of pupils, including sharing concerns and actions.
- Promote the safeguarding of all pupils in the school to provide a culture of safeguarding.
- Oversee the use of CPOMs software throughout the school.

### **Behaviour and Safety**

- Ensure the maintenance of a structured environment for effective teaching and learning, for good behaviour and discipline and for pupils' spiritual, moral, social, and cultural development.
- Establish a safe, purposeful, and stimulating environment for 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.
- Be responsible for promoting and safeguarding the welfare of children and young people within the school, raising any concerns following school protocol/procedures.
- Review and update the school's policy on behaviour, identifying the most effective approaches for promoting good pupil behaviour and share with colleagues.
- Analyse behaviour logs to monitor impact and ensure that support in place is effective.

### **Teaching and Learning:**

- Teach classes as required.
- Monitor and evaluate achievement and attainment of vulnerable groups of pupils.
- Identify the most effective teaching approaches for pupils with particular needs and share with colleagues.
- Monitor the effectiveness of teaching and learning activities to meet the needs of all pupils. This may include lesson observations, monitoring of short and medium planning, scrutiny of pupils' work and discussions with pupils.

- Promote inclusive teaching taking into account the needs of a diverse range of pupils and ensuring equality of provision.
- Take responsibility for the pastoral care of pupils, including involvement in safeguarding, emotional/behavioural and welfare issues when necessary.
- To monitor with SLT the standards of behaviour and achievement across the school.
- Support staff to meet personal and professional targets as a reviewer in the appraisal cycle.

### **Recording and Assessment:**

- Develop and maintain systems for identifying, assessing, and reviewing provision, attainment, and progress.
- Provide input into Pupil Progress Meetings and the target setting process for raising achievement for pupils and feedback to the Headteacher.
- Monitor progress and ensure appropriate action plans are in place where issues are identified.
- Develop understanding amongst staff of learning needs of groups of pupils and individuals and the importance of raising achievement among pupils.

### **Leadership:**

- Contribute to establishing the core values of the leadership team and their practical expression.
- Play a significant role in the preparation, implementation, and monitoring of the schools' development plan with the SLT.
- Support the Headteacher and staff in the review, implementation, development, and monitoring of whole school policies.
- Assume responsibility for the management of the school in the absence of the Headteacher and the Deputy Headteacher.
- Establish good relationships, encourage good working practices and support and lead teachers.
- Plan, organise and chair meetings as appropriate.
- Liaise with staff from other schools and outside agencies.
- Liaise with the Governors when appropriate, to facilitate their overview of school leadership and management.
- Disseminate good practice in inclusion, equality, and diversity across the school.
- Lead assemblies as required.

### **People and relationships:**

- Sustain effective, positive relationships with all staff, pupils, parents and governors and the local community.
- Encouraging moral and spiritual growth, social and community responsibility amongst pupils.
- Manage innovation and change.
- Manage and develop effective working relationships with Headteacher and senior leaders in the school.
- Participate in the recruitment process with leadership colleagues.

### **Human and material resources and their development and deployment**

- Contribute to the professional development of all staff through coaching, peer support, CPD and target setting.



- Contribute to staff development and training needs and the provision of effective INSET.
- Contribute to support and training during the induction of new staff.
- Support the establishment of priorities for expenditure across the whole school.
- Be an appraisal reviewer for the team you line manage.

### **Team working and collaboration**

- Participate in any relevant meetings/professional development opportunities at the school
- 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 staff.
- 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 as required.

### **Wider professional responsibilities and professional development**

- Make a positive contribution to the wider life and ethos of the school including attending school fundraising events.
- 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

### **Ethos/Values/Religious Character**

- Possesses a passionate belief that all young people can succeed.
- Hold 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.
- Demonstrate commitment to promote and develop the school's vision, values, and standards.

### **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.

## **Person Specification - Inclusion Leader**

In order to meet the high standards expected of a leading professional in our school is seeking to employ a person with the following essential qualities, skills, and abilities.

### Qualifications and Training

- Qualified teacher status.
- Hold the National Award for Special Education Needs Co-ordinator.
- Evidence of continuing and recent professional development relevant to a senior leadership role e.g. leadership training such as NPQs.

### Knowledge and Understanding of:

- Current theory and best practice in teaching and learning.
- Consistently improving outcomes for learners.
- How to enrich, enhance and develop the curriculum.
- The appropriate use of new technologies.
- Sustaining a safe, secure, and healthy school environment.
- The role of the whole school community in school improvement.
- How to analyse and interpret data to inform school development.
- The statutory requirements and other relevant legislation relating to safeguarding.
- Inclusion, Diversity and Equality.
- Mental Health.
- SEND and Additional pupil needs.

### Experience

- A minimum of 4 years recent successful teaching in a primary school.
- Leading a team successfully through an aspect of school improvement.
- A proven record of accountability of at least one aspect of whole school leadership or management.
- Developing and leading Professional Development for staff.
- Managing and using pupil achievement, attainment, and tracking systems.
- Initiating and implementing strategies to develop the curriculum.
- Supporting and working with parents of vulnerable pupils and pupils with additional needs.
- Experience of planning and delivering targeted interventions.

### Aptitude and Skills

You must:

- Have a passion for nurturing the potential in everyone.
- Hold and articulate clear values and moral purpose.
- Be an excellent and reflective classroom practitioner.
- Be an effective organiser and a team player.
- Be an ambitious and diligent professional who can motivate and inspire others.
- Be a positive and resilient individual with initiative, drive, integrity, and a cheerful disposition.
- Have good personal presence and excellent communication skills.
- Have an ability to work effectively under pressure, prioritise appropriately and meet deadlines.
- Lead by example - with integrity, creativity, resilience, and clarity.

- Communicate compellingly the school's vision and drive strategic leadership, empowering all pupils and staff to excel.
- Have knowledge of external agencies in the local area who may be called on to support pupils

Signed by:

Headteacher: \_\_\_\_\_

Inclusion leader: \_\_\_\_\_

Date: \_\_\_\_\_

