



# Harrietsham Church of England Primary School

## Inclusion Leader

### Job Description

#### Job details

**Salary:** UPS or Leadership Scale (dependent on experience)

**Hours:** Full Time (Part Time may be considered for the right candidate)

**Contract type:** Permanent

**Reporting to:** Headteacher

**Responsible for:** The Strategic leadership of inclusion across the school. Line Management of LSA's.

#### Main purpose

The Inclusion Leader (IL) is responsible for the strategic leadership of all elements of inclusion across the school. The Inclusion Leader will be a key member of the school's Senior Leadership Team.

To provide professional leadership and management of inclusive practice, in order to secure high quality learning for all pupils.

To provide support to pupils who are deemed as vulnerable – those eligible for Pupil Premium Funding, those with Special Educational Needs and/or Disabilities (SEND), those with English as Additional Language (EAL), or those who are otherwise in need of additional support, by:

- Determining the strategic development of inclusion policy and provision in the school, including the best use of funding and resources.
- Being responsible for the day-to-day operation of inclusion policy and co-ordination of specific provision to support individual pupils in need.
- Provide professional guidance and advice to colleagues, working closely with staff, parents and other agencies.
- Having oversight of the school's provision for pupils with various inclusion needs.
- Providing support for short-term issues that may affect a pupil's wellbeing.
- Working with external agencies.
- The Inclusion Leader will be expected to fulfil the responsibilities of a teacher, as set out in the School Teacher's Pay and Conditions Document.

#### Duties and responsibilities

##### Leadership and management

- Support the Christian 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.
- Promote an ethos and culture that supports the school's inclusion policy and promotes excellent outcomes for all pupils.

- › Help lead and manage the creation and implementation of the School Improvement Plan which identifies priorities and targets for ensuring pupils achieve high standards and make progress, increasing teachers' effectiveness and securing school improvement and to take responsibility for appropriately delegated aspects of it.
- › Support the evaluation of the effectiveness of the school's policies and developments and analyse their impact on pupils.
- › Alongside other members of the Senior Leadership Team, 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 Body is required to publish.
- › Ensure the effective and proficient use of pupil data from a variety of sources, both internal and external.
- › Raise standards of individual pupil achievement and ensure that good attainment is maintained by providing a model of high-quality teaching.
- › Identify training needs for staff and how to meet these needs.
- › Lead INSET for staff.
- › Ensure that parents are well informed about the curriculum, targets and individual pupils' progress and achievement.
- › Establish, develop and maintain excellent relationships with parents, outside agencies and the local community and convey a positive "can-do" attitude to motivate and inspire staff to secure successful outcomes of school initiatives.
- › Share procedural information, such as the school's SEN policy / Pupil Premium strategy.
- › To apply for EHCPs and funding in an appropriate timeframe.
- › To lead the work of the Inclusion Team, in liaison with other members of SLT.
- › Lead and manage Learning and Support Assistants (LSAs).
- › Lead staff appraisals and produce appraisal reports, reviewing staff performance on an ongoing basis.
- › Take all decisions in line with the Christian vision (Nurtured We Flourish) and values (Love, Forgiveness, Fellowship) of the school, and encourage others to do the same.

### **Strategic development of inclusion policy and provision**

- › Lead and manage the creation and implementation of the school inclusion plan, which identifies priorities and targets for ensuring vulnerable pupils achieve high standards and make progress.
- › Have a strategic overview of provision for pupils with inclusion needs across the school, monitoring and reviewing the quality of provision.
- › Contribute to school self-evaluation, particularly with respect to inclusive provision.
- › Ensure inclusion policy is put into practice and its objectives are reflected in the School Improvement Plan (SIP).
- › To liaise closely with the Headteacher to provide up to date information regarding all inclusion matters.
- › Maintain up-to-date knowledge of national and local initiatives that may affect the school's policy and practice.
- › Evaluate whether funding is being used effectively, and suggest changes to make use of funding more effective.

### **Operation of the inclusion policy and co-ordination of provision**

- › Maintain an accurate SEND register and provision map, according to the criteria set out by the Code of Practice.
- › Maintain accurate records of those children in receipt of Pupil Premium Funding, and actively encourage eligible families to apply for the Grant.
- › Ensure the Mainstream Core Standards are embedded in daily practice.
- › Provide guidance to colleagues on teaching pupils with specific inclusion needs and advise on the graduated approach to SEN support.
- › Lead nurture provision across the school, including a clear policy and monitoring of impact.
- › Advise on the use of the school's budget and other resources to meet pupils' needs effectively, including staff deployment.
- › Purchase suitable resources and ensure these are available, catalogued, retrievable and effectively used.
- › Be aware of the provision in the local offer.
- › Work with early years providers, other schools, educational psychologists, health and social care professionals and other external agencies - being a key point of contact for external agencies, especially the local authority (LA).
- › Analyse assessment data for vulnerable pupils.
- › Set high expectations for staff and children to model effective strategies of behaviour management.

## **Support for pupils**

- › Identify students who may be in need of additional support.
- › Identify a pupil's SEN / area of need.
- › Create a school environment that supports all pupils with additional needs to reach their full potential.
- › 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 (EHCP) with parents or carers and the pupil.
- › Communicate regularly with parents/carers.
- › Ensure that, if the pupil transfers to another school, all relevant information is conveyed to that school, 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 (LAC).
- › Complete Health Care Plans for children if required.

## **Safeguarding**

- › Work in line with statutory safeguarding guidance (e.g. Keeping Children Safe in Education, PREVENT) and our safeguarding and child protection policies.
- › Promote the safeguarding of all pupils in the school.
- › Liaise and collaborate with the designated safeguarding lead (DSL) on matters of safeguarding and welfare for pupils with areas of need.
- › Remain alert to the fact that pupils with SEN may be more vulnerable to safeguarding challenges.

The Inclusion Leader will be required to safeguard and promote the welfare of children and young people, and follow school policies and the staff code of conduct.

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the Inclusion Leader will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the Headteacher.

## Person specification: Inclusion Leader

| CRITERIA                           | QUALITIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Qualifications and training</b> | <ul style="list-style-type: none"> <li>› Qualified teacher status.</li> <li>› National Award for SEN Co-ordination, or a willingness to complete it within 3 years of appointment.</li> <li>› Degree.</li> </ul>                                                                                                                                                                                                                                                                                                                                                              |
| <b>Experience</b>                  | <ul style="list-style-type: none"> <li>› Teaching experience.</li> <li>› Experience of working at a whole-school level.</li> <li>› Involvement in self-evaluation and development planning.</li> <li>› Experience of conducting training/leading INSET.</li> <li>› Experience of line managing staff and managing performance of a team.</li> </ul>                                                                                                                                                                                                                           |
| <b>Skills and knowledge</b>        | <ul style="list-style-type: none"> <li>› Sound knowledge of the SEND Code of Practice.</li> <li>› Understanding of what makes 'quality first' teaching, and of effective intervention strategies.</li> <li>› Ability to plan and evaluate interventions.</li> <li>› Data analysis skills and the ability to use data to inform provision planning.</li> <li>› Effective communication and interpersonal skills.</li> <li>› Ability to build effective working relationships.</li> <li>› Ability to influence and negotiate.</li> <li>› Good record-keeping skills.</li> </ul> |
| <b>Personal qualities</b>          | <ul style="list-style-type: none"> <li>› Commitment to getting the best outcomes for pupils and promoting the Christian ethos and values of the school.</li> <li>› Commitment to equal opportunities and securing excellent outcomes for all pupils.</li> <li>› Ability to work under pressure and prioritise effectively.</li> <li>› Commitment to maintaining confidentiality at all times.</li> <li>› Commitment to safeguarding and equality.</li> <li>› Positive, 'can-do' attitude.</li> <li>› Team player.</li> </ul>                                                  |

### Notes:

This job description may be amended at any time in consultation with the postholder.

Harrietsham Church of England Primary School is committed to creating a diverse workforce. We will consider all qualified applicants for employment without regard to sex, race, religion, belief, sexual orientation, gender reassignment, pregnancy, maternity, age, disability, marriage or civil partnership.