



Job Description – Inclusion Manager

Role: Inclusion Manager 0.6 FTE

Grade: Teachers Main Pay Scale/Upper Pay Scale (Fringe Area)
plus SEN allowance

Responsible to: Headteacher

Purpose

To work closely with the Head Teacher and school leadership team in the strategic development of the School's Special Educational Needs (SEN) policy and to oversee the day-to-day operation of that policy with the aim of raising SEND achievement and promoting inclusion.

Particular Duties:

1. Inclusion Manager	2. Senior Management Team
3. Infant School Liaison	4. Designated Safeguarding Lead
5. Looked – after Children	6. Pupil Premium
7. Higher Needs Funding	

Leadership

- To advise staff on matters relating to the SEN Code of Practice.
- To ensure the day-to-day operation of the school's SEN policy.
- To co-ordinate, provision for children with special educational needs.
- To have a commitment to being proactive in attending appropriate training for one's own professional development.
- To liaise with external agencies including the Educational Psychology and Behavioural Support Service, Early Help and other support agencies including medical and social services and voluntary bodies.
- To consider areas for future improvement of S.E.N. provision and to draw up priorities for the School Improvement Plan.
- Alongside the Headteacher, lead the recruitment, induction and retention of TAs.
- To complete annual performance management for all TAs.
- To attend LIFT Meetings to access support from the Specialist Teaching Service.
- Liaise with SEN Governor termly and report to the governing body when appropriate.
- Complete annual review of the SEN Policy and write SEN Annual Report
- To attend Senior Management Team meetings.

Management

- To maintain the school's SEN register and oversee the records on all pupils with S.E.N.
- To maintain and create each child's SEN Pupil Passport.

- To organise and arrange essential and appropriate training for all teachers and TAs.
- To attend annual reviews of children with S.E.N. transferring to Amherst School.
- To be responsible for the line management of all TAs on a day-to-day basis.
- Lead TA mentoring programme for new TAs.
- Lead termly TA training to ensure sharing of good practice.
- To lead and coordinate effective deployment of the school councillor
- Working alongside the Year Group Leader, be responsible for the day-to-day organisation of SEN in Years 3, 4, 5 & 6.
- To communicate relevant information to TAs (e.g. fortnightly meeting, INSET, training opportunities) and facilitate good communication between TAs and teaching staff on matters relating to SEN.

Teaching and Learning

- To support staff in the delivery of Quality First Teaching to ensure all vulnerable pupils are giving excellent opportunities to make progress in all areas.
- To provide and lead intervention programmes for identified children where appropriate.
- To consult on the curriculum that has been decided upon by the Year group Managers for the SEN children.
- To ensure Provision Maps for every class are prepared and evaluated.
- Attend and provide support at Year Group Pupil Progress/Provision Map review meetings three times a year.
- Contribute to the extra curricular activities by leading at least one extra curricular club

Safeguarding

- To be a Designated Safeguarding Lead alongside the Headteacher and Assistant Headteacher.
- Maintain a Vulnerable Children register.

Supporting Parents

- To create and maintain positive relationships with all parents but in particular parents of children with S.E.N.
- To support parents in applying for an EHCP where appropriate.
- To provide a weekly one-hour parent drop in session, available to all parents.

Assessment

- To analyse the pupil progress data for SEN and Pupil Premium children to monitor progress.
- To use pupil progress data as part of the process to evaluate the effectiveness of Quality First Teaching and any interventions for SEN and Pupil Premium children.
- Evaluate intervention programmes including the best use of resources and funding for SEN pupils.
- To help teachers in identifying the children requiring access arrangements for assessments including SATs and Kent Test and submit applications and supporting evidence to the relevant bodies.

Riverhead Infants' School Liaison

With colleagues in Year 3:

- To visit Riverhead Infants' School prior to the arrival of September entrants and liaise with the Infants' School during the year.

- To build and maintain positive relationships with the Inclusion Manager at Riverhead Infants' School through regular visits and dialogue.
- To have a commitment to share and seek good practice with Riverhead Infants' School.
- To attend any relevant transition meetings for pupils joining Amherst in Year 3 from Riverhead Infants' School or other schools.

To liaise with staff at Riverhead Infants' School to ensure continuity and progression

Higher Needs Funding Applications

- To identify children requiring high needs funding support and submit an application for funding annually
- To update individual provision plans every three months, consulting with parents, with class teachers and with the child's TAs to support High Needs Funding application and monitor impact of support provided

The duties may be varied to meet the changing demands of the school at the reasonable discretion of the Headteacher and following consultation with you.

AMHERST SCHOOL

Person Specification – Inclusion Manager

The following outlines the criteria for this post.

Applicants should describe in their application how they meet these criteria.

CRITERIA	ESSENTIAL	DESIRABLE
QUALIFICATIONS AND EXPERIENCE	<ul style="list-style-type: none"> • Qualified Teacher Status • Degree • At least five years teaching experience • Experience of working with children with SEN • Successful primary teaching experience judged as by Ofsted, mentors or senior colleagues, with the potential to be an outstanding teacher 	<ul style="list-style-type: none"> • National Award for SEN Co-ordination (or willingness to train) • Evidence of continuous INSET and commitment to further professional development • teaching across the whole Primary age range; • working in partnership with parents • experience of successful high needs funding applications
SKILLS AND KNOWLEDGE	<ul style="list-style-type: none"> • Knowledge of the National Curriculum • Knowledge of the SEND Code of Practice • Knowledge of effective teaching and learning strategies and the range of interventions available • Ability to build effective working relationships with pupils • Knowledge of guidance and requirements around safeguarding children • Knowledge of effective behaviour management strategies • Good ICT skills, particularly using ICT to support learning 	<ul style="list-style-type: none"> • Preparation and administration of statutory National Curriculum tests;
SKILLS	<ul style="list-style-type: none"> • Ability to communicate effectively (both orally and in writing) to a variety of audiences; • Ability to promote the school's aims/values positively, and use 	

	<p>effective strategies to monitor motivation and morale;</p> <ul style="list-style-type: none"> • Ability to use a high level of emotional intelligence to effectively lead a large team of TAs. • High quality interpersonal skills that provide a range of strategies for effective people management • Ability to create and maintain positive relationships with children, parents, teachers and TAs. • Ability to create a happy, challenging and effective learning environment. 	
<p>PERSONAL CHARACTERISTICS</p>	<ul style="list-style-type: none"> • Approachable • Committed • Empathetic • Enthusiastic • Organised • Patient • Resourceful • Love of learning • Team player • Sense of humour 	

The job specification may be reviewed at the end of the academic year or earlier if necessary. In addition, it may be amended at any time after consultation with you.