



St White's Primary School

Job Description: INCLUSION LEADER RESPONSIBILITIES

Responsibility: INCLUSION MANAGEMENT ROLE

Responsible to: HEAD TEACHER

The appointment of an Inclusion Leader is subject to QTS status, and the achievement of the National Award for Special Educational Needs Coordination qualification. It is also subject to the current conditions of employment for teachers contained in the School Teachers' Pay and Conditions Document (STCPD 2019) and other current legislation. The Teachers' Standards will be used to monitor performance (See attached document).

This job description includes references to:

- The School's SEF
- The School's Development Plan
- Professional Standards for Teachers
<https://www.gov.uk/government/publications/teachers-standards>
- The School's Teacher Appraisal Policy
- Ofsted's School Inspection Handbook

This job description may be amended at any time following discussion between the Headteacher and the staff body, and will be reviewed annually as part of the appraisal process.

Core Purpose

To be a highly effective, reflective Inclusion Leader and support the leadership and management of the school by:

- Support the Headteacher in promoting the ethos, vision and values of the school.
- Determining the strategic development of special educational needs (SEN) policy and provision in the school.
- Being 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.
- Providing professional guidance to colleagues, working closely with staff, parents and other agencies.
- The Inclusion Leader will be expected to fulfil the responsibilities of a teacher, as set out in the STPCD.
- The Inclusion Leader will be expected to fulfil the responsibilities of a Designated Teacher for CIC.

- Supporting the school to provide the best possible education for its SEN and CIC children.
- The Inclusion Leader will be expected to fulfil the responsibilities of putting provisions in place for children with physical and medical needs.
- Being an advocate of the school's vision and values, promoting change and school improvement that improves the life chances for all groups of pupils;
- Conveying a positive 'can do' attitude and presenting a 'united front' to secure successful outcomes for all children;
- Supporting consistently high-quality teaching for all groups of pupils that promotes high standards of learning and achievement;
- Working in partnership with all staff to promote continuity of provision and practice across the school;
- Working in partnership with all staff to ensure smooth transition between key stages;
- Building an effective partnership with parents so that they feel a shared responsibility to secure successful outcomes for their child;
- Building strong partnerships with outside professionals so that children can be effectively supported.
- Communicating clearly with pupils and all stakeholders;
- Taking responsibility both personally and collectively.

Key Tasks and Responsibilities

The responsibilities of the post are to be performed in accordance with the provisions of the most up to date edition of the School Teachers' Pay and Conditions document 2019, and within the range of teachers' duties set out in that document.

Strategic development of SEND policy and provision for all pupils with a range of needs.

- Have a strategic overview of provision for pupils with SEN or a disability and medical needs including pupils on the Child Protection Register and those in the Care system. 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, medical needs, including pupils on the Child Protection Register and those in the Care system.
- Make sure the SEND policy is put into practice and its objectives are reflected in the school improvement plan (SIP)
- 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 SEND policy 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 offer
- Work with early years providers, other schools, educational psychologists, health and social care professionals, and other external agencies
- Be a key point of contact for external agencies, especially the local authority (LA)
- Analyse assessment data for pupils with SEN or a disability and monitor progress.
- Implement and lead intervention groups for pupils with SEN, and evaluate their effectiveness

Support for pupils with:

- A range of Special Educational Needs
 - Physical Difficulties
 - Medical Needs
 - Safeguarding & Child Protection needs
 - Child in Care needs.
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- Identifying a pupil's SEND or other needs and put in place appropriate provision and reasonable adjustment to meet needs.
 - Monitoring effectiveness of the provision.
 - Securing relevant services for the pupil
 - Ensuring records are maintained and kept up to date
 - Reviewing the Education, Health and Care plan (EHCP) with parents or carers and the pupil
 - Communicating regularly with parents or carers
 - Ensuring if the pupil transfers to another school, all relevant information is conveyed to it, and support a smooth transition for the pupil
 - Promoting the pupil's inclusion in the school community and access to the curriculum, facilities and extra-curricular activities
 - Being the Designated Teacher for looked-after children, attending meetings and addressing needs.
 - Setting up PEPs and communicate with the Virtual School.
 - Setting up Care Plans for children with medical and physical needs.
 - Setting up Risk Assessments.
 - Attending Child Protection Conferences or Child In Need meetings as appropriate.

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 whole-school policy

- Identify training needs for staff and how to meet these needs
- Lead INSET for staff
- Create and share procedural information, such as the school's SEND policy
- Promote an ethos and culture that supports the school's SEND policy and promotes good outcomes for pupils with SEND or a disability.
- Have an active role in the management of Teaching Assistants.

Arrangements for appraisal of performance

Performance will be monitored through the school's performance management programme and by members of SLT.

Signed..... Class Teacher

Signed.....Line Manager

Date