



Job Description

Job Title: Inclusion Co-ordinator

Reporting to: Vice Principal Deep Support

Grade: I SCP 28-30

Overall purpose of the post:

- Putting 'students first' in everything you do.
- Promoting a learning environment which supports high expectations.
- Leading the Inclusion Team ensuring that student learning and achievement needs are met, contributing to the effectiveness of the Inclusion Team.
- Modelling the vision and values of the School.
- Receiving and acting on feedback to build on the strengths and improve personal performance within the School systems.
- Communicating clear purpose and vision to your team.
- Leading on all aspects of Inclusion, including EAL and Gifted and Talented.
- Promoting and safeguarding the welfare of children and young people.

Main duties and responsibilities:

- Contributing to the strategic development of the School by implanting whole School new initiatives, monitoring and reporting key outcomes, to ensure the department meets academic targets as well as meeting the requirements of Every Child Matters.
- Promoting and supporting a culture which encourages ideas and contributions from others within a distributed leadership framework.
- Contributing self-evaluation systems, including the SEF to inform the cycle of improvement.
- As a member of the leadership team, contribute to the daily and strategic leadership of the school.

Responsibilities for resources

- Teaching Assistants, Bridge Manager.
- Plan and budget the financial activities of Inclusion, oversee ordering of resources, and use of support services.

Personal Contacts

External: Contractors, suppliers, parents and external agency professionals.

Internal: Students, staff, Board and Academy Council members, parents and any other visitors to the Academy.

Special Features including hours and Conditions of Service

This post is appointed on pay scale and Conditions of Service in accordance with National Joint Council Pay Schemes and Conditions of Service as amended by local agreement.

Develop and sustain DEEP LEADERSHIP across the School through:

- Lead, manage and advise on inclusion within the School.
- Lead staff training in supporting inclusivity for all students in the School.
- Lead Inclusion across the School, ensuring it is effective and accountable for the progress of students on the Vulnerable Student Register (VSR).
- Make significant contributions to SEF and action plan, relating the Inclusion Improvement Plan to the School Development Plan.
- Provide the Principal with progress reports and Monitoring and Evaluation analyses based on Praising Stars © data.
- Monitor the quality of Learning and Teaching across the School for SEND students.
- Liaise with and keep informed all Heads of Faculty/Department and SLT on inclusion issues.
- Contribute to the School vision of quality first provision for all students at Wave 1.
- Be committed to developing personalisation.
- Champion best practice, demonstrating leadership qualities necessary to command respect, and encourage commitment to raising standards.
- Proactively devise and implement procedures within School policies.
- Keep a high profile around the School and being visible and active during non structured time.
- Help create an effective team by promoting collective approaches to problem-solving and curricular development.
- Chair and procedure the agenda for effective Student Review Meetings. Ensure minutes are taken, kept secure and communicated as appropriate.
- In conjunction with the line manager, take responsibility for personal professional development, keeping up-to-date with research and developments in teaching pedagogy which may lead to improvements in teaching and learning.
- Develop skills and knowledge for mentoring and coaching colleagues.
- Manage the transition process from KS2 to KS5 for SEND students.
- Identify the progress of students with Special Educational Needs and take appropriate action to support learning.
- Be responsible for the development, line management and performance management of staff working within SEND and EAL support.
- Be familiar with and meet the National Standards for Special Educational Needs Specialists.
- Contribute fully to Senior Leadership Team meetings.

Develop and sustain DEEP LEARNING across the School through:

- Work closely with Heads of Faculty/Department in the School system.

- Ensure reporting arrangements are accurate and moderated.
- Co-ordinate quality assurance systems including student voice, work scrutinies, lesson observations, reviews of teachers' planning and preparation and consulting parent views for SEND students.
- Analyse and interpret data on students' attainment and action plan accordingly, reviewing with teachers their assessments of progress for classes, groups and individuals.
- Support teaching staff to develop innovative and excellent classroom practice, demonstrating excellence in SEND teaching to staff.
- Collaborate with staff in ensuring differentiation is part of provision for students with SEND.

Develop and sustain DEEP EXPERIENCE across the School through:

- Manage the provision of information to parents/carers and other staff about curricular choices, and choice of teaching groups for individual students and groups of students.
- Identify and support opportunities for independent learning.
- Ensure personalisation by matching learning opportunities to individual student needs.
- Ensure that the Inclusion team makes a positive and detailed contribution to the school's VLE, website, prospectus and newsletter.

Develop and sustain DEEP SUPPORT across the School through:

- Ensure that students are placed correctly onto the Vulnerable Students Register, their needs assessed and met across the curriculum and that impact of provision is monitored and reviewed.
- Ensure that provision mapping for student need is reviewed on a regular basis and staff deployed accordingly.
- Work with all Head of Departments/Faculty to ensure Teaching Assistants have the skills and capabilities to effectively support and make a positive impact on student performance.
- Take responsibility for academic and social guidance of SEND students.
- Take responsibility for upholding the standards of behaviour in the School.
- Work to ensure IEPs are used to set subject-specific targets, and match curricular materials and approaches to student needs.
- Identify and support the subject cohort of Gifted and Talented students by developing strategies to meet their needs, sharing good practice, tracking student progress and setting specific targets for the group.
- Ensure that the Inclusion team supports the School's implementation of all current statutory requirements, e.g. Disability Discrimination Act, Access to Work, SEN, Equal Opportunities, Child Protection, Every Child Matters.

- Ensure resources are adapted to suit the needs of all students to enable inclusive learning opportunities for all students.
- Be aware of the responsibility for Personal Health, Safety and Welfare and that of others who may be affected by your actions and inactions.
- Continue the development and implementation of multi-agency work across the School.
- Identify students with Special Educational Needs, EMTAG and EAL, Gifted and Talented, Looked After, Vulnerable, Targeted or Underachieving students and ensure that their needs are met.
- Develop and maintain excellent relationships with parents and carers to ensure that students are fully supported and able to enjoy and achieve.
- Advise on how Extended Schools may be used to include and inform identified students, their families and carers.
- Be responsible for promoting and safeguarding the welfare of children and young people that you are responsible for and come into contact with.

This job description will be reviewed annually and may be subject to amendment or modification at any time after consultation with the postholder. It is not a comprehensive statement of procedures and tasks, but sets out the main expectations of the School in relation to the postholder's professional responsibilities and duties. Elements of this job description and charges to it may be negotiated at the request of the Principal or the incumbent of the post.

Disclosure level:

Enhanced: The provisions of the Rehabilitation of Offenders Act relating to the non-disclosure of spent convictions do not apply to this job. YOU MUST, THEREFORE, DISCLOSE WHETHER YOU HAVE ANY PREVIOUS CONVICTIONS ON THE DISCLOSURE FORM. We support safe recruitment and therefore, if successful, you will also be required to apply an Enhanced Criminal Records Check from the Criminal Records Bureau.