

Job Title: Inclusion Coordinator

Reporting to: Vice Principal Deep Support

Grade: Band 10 (37 hours / 41 weeks)

Responsible for: Teaching Assistants, Inclusion Administrator

Overall Purpose of the Post

Leading the Inclusion Team, ensuring that student learning and achievement needs are met.

Leading on all aspects of Inclusion, including EAL and Gifted and Talented.

Promoting the learning and welfare of vulnerable students and those who experience barriers to learning.

Main Duties and Responsibilities:

- To be a member of the Senior Leadership Team of the academy, contributing to the strategic planning and decision making to ensure that the academy makes the best use of the resources available.
- Contributing to the strategic development of the academy by implanting whole academy 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 to self-evaluation systems, including the SEF, to inform the cycle of improvement.
- Managing the Bridge and implementing agreed work programmes with individuals/groups.

Develop and sustain DEEP LEADERSHIP across the academy through:

- Leading, managing and advising on inclusion within the academy.
- Leading staff training in supporting inclusivity for all students in the academy.
- Leading inclusion across the academy, ensuring it is effective and accountable for the progress of students on the Vulnerable Student Register (VSR).
- Making significant contributions to SEF and action plan, relating the Inclusion Improvement Plan to the Academy Development Plan.

- Providing the Principal with progress reports and Monitoring and Evaluation analyses based on Praising Stars © data.
- Monitoring the quality of Learning and Teaching across the academy for SEND students.
- Liaising with all Heads of Faculty/Department and SLT on inclusion issues.
- Contributing to the academy vision of quality first provision for all students at Wave 1.
- Being committed to developing personalisation.
- Championing best practice, demonstrating leadership qualities necessary to command respect, and encouraging commitment to raising standards.
- Proactively devising and implementing procedures within academy policies.
- Keeping a high profile around the academy and being visible and active during non-structured time.
- Helping create an effective team by promoting collective approaches to problem-solving and curricular development.
- Chairing and producing the agenda for effective Student Review Meetings. Ensure minutes are taken, kept secure and communicated as appropriate.
- In conjunction with the line manager, taking 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.
- Developing skills and knowledge for mentoring and coaching colleagues.
- Managing the transition process from KS2 to KS5 for SEND students.
- Identifying the progress of students with Special Education Needs and take appropriate action to support learning.
- Being responsible for the development, line management and performance management of staff working within SEND and EAL support.
- Being familiar with and meeting the National Standards for Special Educational Needs Specialists.

Develop and sustain DEEP LEARNING across the Academy through:

- Working closely with Heads of Faculty/Department.
- Ensuring reporting arrangements are accurate and moderated.
- Co-ordinating quality assurance systems including student voice, work scrutinies, lesson observations, reviews of teachers' planning and preparation and consulting parent views for SEND students.
- Analysing and interpreting data on students' attainment and action plan accordingly, reviewing with teachers their assessments of progress for classes, groups and individuals.
- Supporting teaching staff to develop innovative and excellent classroom practice, demonstrating excellence in SEND teaching to staff.

- Collaborating with staff in ensuring differentiation is part of provision for students with SEND.

Develop and sustain DEEP EXPERIENCE across the academy through:

- Managing 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.
- Identifying and supporting opportunities for independent learning.
- Ensuring personalisation by matching learning opportunities to individual student needs.
- Ensuring that the Inclusion team makes a positive and detailed contribution to the academy's VLE, website, prospectus and newsletter.

Develop and sustain DEEP SUPPORT across the academy through:

- Ensuring 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.
- Ensuring that provision mapping for student need is reviewed on a regular basis and staff deployed accordingly.
- Working 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.
- Taking responsibility for academic and social guidance of SEND students.
- Taking responsibility for upholding the standards of behaviour in the academy.
- Working to ensure IEPs are used to set subject-specific targets, and match curricular materials and approaches to student needs.
- Identifying and supporting 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.
- Ensuring that the Inclusion team supports the Academy'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.
- Being aware of the responsibility for Personal Health, Safety and Welfare and that of others who may be affected by your actions and inactions.
- Continuing the development and implementation of multi-agency work across the Academy.

- Identifying students with Special Educational Needs, EMTAG and EAL, Gifted and Talented, Looked After, Vulnerable, Targeted or Underachieving students and ensuring that their needs are met.
- Developing and maintaining excellent relationships with parents and carers to ensure that students are fully supported and able to enjoy and achieve.
- Being responsible for promoting and safeguarding the welfare of children and young people that you are responsible for and come into contact with.

General Duties

- Fire Marshall duties in the case of Fire and/or Emergency Evacuation.
- Willingness to undertake First Aid duties.
- To comply with the School's Child Safeguarding Procedures, including regular liaison with the Designated Child Safeguarding Person over any safeguarding issues or concerns.
- Undertake other reasonable duties (with competence and experience) as requested, in accordance with the changing needs of the organisation.
- Comply with academy policies and procedures at all times.

Special Features

- 37 hours per week, term time only plus 5 days

Personal Contacts

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

Internal: Students, staff, Governors, parents and any other visitors to the academy.

This job description may be subject to change, following consultation between the post holder and the academy.