



Job Description

Job Title: Inclusion Coordinator

Reporting to: Assistant Principal Deep Support

Grade: Band 10, SCP NJC22 – NJC25, 37 hours 41 weeks

Actual salary: £23,470 - £25,671

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 academy
- Receiving and acting on feedback to build on the strengths and improve personal performance within the academy 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:

1. 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
2. Promoting and supporting a culture which encourages ideas and contributions from others within a distributed leadership framework
3. Contributing self-evaluation systems, including the SEF to inform the cycle of improvement
4. Dealing with any immediate problems or emergencies according to the Academy's policies and procedures
5. Respecting confidential issues linked to home/students/teacher/Academy work
6. To comply with the Academy's Child Safeguarding Procedures, including regular liaison with the Academy's Designated Child Safeguarding Person over any safeguarding issues or concerns
7. To comply with the academy's policies and procedures at all times
8. To act as Fire Warden and/or First Aider as directed by the Principal
9. Undertake other reasonable duties (with competence and experience) as requested, in accordance with the changing needs of the organisation

Responsibilities for resources:

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

Develop and sustain DEEP LEADERSHIP across the academy through:

12. Lead, manage and advise on inclusion within the academy
13. Lead staff training in supporting inclusivity for all students in the academy
14. Lead Inclusion across the academy, ensuring it is effective and accountable for the progress of students on the Vulnerable Student Register (VSR)
15. Make significant contributions to SEF and action plan, relating the Inclusion Improvement Plan to the Academy Development Plan
16. Provide the Principal with progress reports and Monitoring and Evaluation analyses based on Praising Stars © data
17. Monitor the quality of Learning and Teaching across the Academy for SEND students
18. Liaise with and keep informed all Heads of Faculty/Department and SLT on inclusion issues
19. Contribute to the Academy vision of quality first provision for all students at Wave 1
20. Be committed to developing personalisation
21. Champion best practice, demonstrating leadership qualities necessary to command respect, and encourage commitment to raising standards
22. Proactively devise and implement procedures within Academy policies
23. Keep a high profile around the Academy and being visible and active during non-structured time
24. Help create an effective team by promoting collective approaches to problem-solving and curricular development
25. Chair and procedure the agenda for effective Student Review Meetings. Ensure minutes are taken, kept secure and communicated as appropriate
26. 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
27. Develop skills and knowledge for mentoring and coaching colleagues
28. Manage the transition process from KS2 to KS5 for SEND students
29. Identify the progress of students with Special Education Needs and take appropriate action to support learning
30. Be responsible for the development, line management and performance management of staff working within SEND and EAL support
31. Be familiar with and meet the National Standards for Special Educational Needs Specialists

Develop and sustain DEEP LEARNING across the Academy through:

32. Work closely with Heads of Faculty/Department in the Academy system
33. Ensure reporting arrangements are accurate and moderated
34. 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

35. Analyse and interpret data on students' attainment and action plan accordingly, reviewing with teachers their assessments of progress for classes, groups and individuals
36. Support teaching staff to develop innovative and excellent classroom practice, demonstrating excellence in SEND teaching to staff
37. Collaborate with staff in ensuring differentiation is part of provision for students with SEND

Develop and sustain DEEP EXPERIENCE across the Academy through:

38. 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
39. Identify and support opportunities for independent learning
40. Ensure personalisation by matching learning opportunities to individual student needs
41. Ensure 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:

42. 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
43. Ensure that provision mapping for student need is reviewed on a regular basis and staff deployed accordingly
44. 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
45. Take responsibility for academic and social guidance of SEND students
46. Take responsibility for upholding the standards of behaviour in the Academy
47. Work to ensure IEPs are used to set subject-specific targets, and match curricular materials and approaches to student needs
48. 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
49. Ensure 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
50. Ensure resources are adapted to suit the needs of all students to enable inclusive learning opportunities for all students
51. Be aware of the responsibility for Personal Health, Safety and Welfare and that of others who may be affected by your actions and inactions
52. Continue the development and implementation of multi-agency work across the Academy
53. 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
54. Develop and maintain excellent relationships with parents and carers to ensure that students are fully supported and able to enjoy and achieve
55. Be responsible for promoting and safeguarding the welfare of children and young people that you are responsible for and come into contact with

Personal Contacts

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

Internal: Students, staff, governors, parents and any other visits to the academy.

Safeguarding:

- The Academy is committed to the safeguarding of the children in its care. To this end all employees will need to undergo pre-employment checks including references, a check of any relevant qualifications, photo and address identification
- All post in a school are deemed to have a high degree of contact with children and are, therefore, exempt from the Rehabilitation of Offenders Act 1974. An enhanced disclosure will be sought through the Disclosure and Barring Service as part of the pre-employment checking process

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