



Director of Inclusion

The Director of Inclusion (DoI) reports directly to the Principal and is a member of the Senior Leadership Team of The Arbor School.

Core Purpose of the Post

As a member of the Senior Leadership Team across the school, the Director of Inclusion will model the School mission, values and beliefs in action, particularly with respect to international-mindedness and intercultural understanding.

The DoI has specific responsibility to ensure that the educational provision of Arbor meets the needs for every child in the school. It is the intention that The Arbor School shall create a highly personalized learning environment, where each child has an academic pathway identified and monitored. The DoI makes this vision work, and provides oversight of the systems and CPD required for successful implementation.

Key Duties and Responsibilities

- Strategic direction and the development of an inclusive learning environment
- Ensure that the school achieves the Inclusion Quality mark as advised by the Principal and Board of Governors
- The development and management of the SIMS data management system
- Managing performance data to ensure progress of target groups and subjects, working closely with the Head of Primary on the assessment, recording and reporting plan
- Ensuring that there are academic pathway plans for all students, dovetailing with those children under the management of the Director of Teaching and Learning
- Managing the learning mentors to effectively fulfill the individual academic pathway plans of students
- Lesson monitoring and appraisal, including CPD in relation to differentiation, inclusion and the quality of teaching
- Implementation of a Clicker student response system to support assessment for learning
- Support the development of Inclusive values, awareness of ESD issues and development of strong language skills for all learners
- Efficient and effective deployment of relevant staff and resources.
- Support the fulfillment of the school development plan as referenced in the KHDA academic plan, and take responsibility for relevant tasks allocated in that plan, and as directed by the Principal.

Strategic direction of Inclusion

- Ensure effective systems of communication, including feedback about pupil's learning to inform future planning.
- Monitor the quality of inclusion by establishing effective systems to identify and meet the needs of pupils, whilst ensuring that the systems are coordinated, evaluated and regularly reviewed.

- Ensure that the objectives of the school's inclusion policy are reflected in the school improvement plan. Liaises with and coordinates the contribution of external agencies.
- Up-to-date knowledge of National and local initiatives which may impact upon policy and practice.

Teaching and learning

- Influence the whole Teaching and learning policy to promote aspects of inclusive teaching.
- Lead INSET regularly and where appropriate; this may include chairing and being a part of working parties.
- Provide opportunities for observation of colleagues/visits to other schools in order to share best practice.
- Collect and interprets specialist assessment data gathered on pupils and uses this to inform practice and monitor student progress across the school.
- Work with pupils, subject leaders, class teachers with tutorial/pastoral responsibilities to ensure realistic expectations of behaviour and achievement are set for all pupils
- Support developments and initiatives to improve standards in literacy and numeracy as well as access to the wider curriculum.
- Oversee and monitor the quality of academic pathway plans and maintain detailed information for subsequent meetings with various parties.
- Develop systems for colleagues to monitor and record progress made by pupils and their achievement of targets.
- Review academic pathway plans with mentors, parents, students and teachers. Agree and communicate new targets.
- Support the Head and wider SLT in meeting responsibilities for the Inclusion Quality Mark and KHDA requirements.
- Lead Annual Review meetings for Inclusion.

Leading and managing staff

- Lead and manage staff with responsibility as learning mentors
- Appraise these mentors and other staff as directed by the Principal
- Develop forms for essential repetitive paperwork, in order to create an administrative infrastructure as part of an effective communications system.
- Identify the training needs of staff and organising/coordinating INSET to be delivered by other professionals.
- Disseminate procedural information such as recommendations of the code of practice, or the schools own inclusion policy.
- Provide regular information to the Head, governing body on the evaluation of the effectiveness of inclusion, to inform decision-making and policy review.
- Demonstrate best practice through the adoption of a reduced teaching timetable

Efficient and effective deployment of staff and resources

- Draw up the annual inclusion budget and annual development Plan.
- Provide advice to Head/SLT relating to resource requirements, the deployment of staff and timetabling in relation to the support of inclusion.
- Organise and coordinate the work of colleagues to ensure appropriate deployment of learning resources including ICT.

- Maintain existing resources and explore opportunities to develop or incorporate new resources from the wide range available within and externally to the school.

Qualifications and Experience Requirements:

- Experience as a school leader who has perhaps held the position of Vice principal in a previous role.
- Preferred NPQH qualification from the UK

Skills

- Excellent communication and interpersonal skills with pupils and adults.
- Initiative and problem-solving skills.
- The ability to manage confrontation and challenging behavior.
- Team working and organisational skills.
- An observant and responsive approach;
- Flexibility and adaptability to be able to respond to the needs of the pupils and change plan accordingly.
- A positive, energetic and enthusiastic outlook.
- Patience, understanding and empathy with pupils and parents.
- A sense of humour.