

### Job Description

<b>Job Title:</b>	<b>Director of Inclusion</b> or Director of Student Services	<b>School Name:</b>	<b>SILS:</b> Southwark Inclusive Learning Service
<b>Grade and Range:</b>	Hay 12	<b>Hours:</b>	36
<b>Reports to:</b>	Headteacher or Head of School	<b>Working Pattern:</b>	Full time annualised
		<b>Supervises:</b>	Support staff and others as agreed

<b>Purpose and context:</b>	<p>To carry out professional duties particularly assigned to him/her by the Headteacher</p> <ol style="list-style-type: none"> <li>1. To assist the Headteacher in the leadership and management of the school and in all aspects of school improvement, including taking full responsibility for the school in the absence of the Headteacher <b>or Head of School</b>.</li> <li>2. To ensure that the necessary systems and processes are in place to increase attendance, levels of engagement and participation, including reintegration to mainstream schools, where applicable</li> <li>3. To take responsibility for safeguarding and promoting the welfare of children and young people in line with the child protection procedures adopted by the Southwark Safeguarding Children's Board.</li> </ol>
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### Principle Accountabilities:

#### Leadership and management

- To assist the Headteacher in shaping a vision and direction for the school, setting out very high expectations and with a clear focus on pupil achievement.
- To play a significant role in setting aims and objectives for the school and in formulating the School Improvement Plan along with the Headteacher, governors and other senior staff.
- To take responsibility for developing and monitoring policy and practice laid down in the School Improvement Plan, in agreement with the Headteacher.
- To inspire, motivate and influence staff and pupils, taking a leading role in maintaining the highest standards of learning, attendance and pupil discipline.
- To provide an excellent role model for all members of staff and pupils in all aspects of school life.
- To be an exemplar of all school policies and practices; and to actively promote the aims of the school.
- To provide leadership, guidance and support to colleagues; including setting high expectations through performance management process.
- To take responsibility for dealing with and reporting Health and Safety issues as they arise in the school. To raise awareness of Health and Safety issues among all members of the school community.
- To take a leading role in improving the involvement of parents, carers and the community in the life of the school.
- To provide effective leadership and management to support staff teams, including teaching assistants, tutors and inclusion staff
- To take full responsibility for leading and managing one or more major aspects of the school's provision, as agreed with the Headteacher
- To make a significant contribution to the school's continuing professional development programme, including co-ordinating training programmes, delivering INSET and working with individuals and teams in a variety of professional development activities.
- To assist the Headteacher in school self-review and evaluation; and in the effective planning and management of school resources to secure improvements.
- To actively promote equality of opportunity by assisting the Headteacher in ensuring the school's curriculum provides the best possible education for all its pupils, taking into account ethnicity, gender, Special Education Needs, pupils learning English as an Additional Language, disability and others with emotional needs that may affect learning.
- To assist the Headteacher in all aspects of the day-to day administration and organisation of the school, including taking responsibility for agreed areas, e.g. timetables, duty rotas etc.
- To take a significant role in the implementation of the school's performance management policy, to secure school improvement and individual professional development.
- To participate in recruitment and selection, as agreed with the Headteacher.
- To support pastoral and subject leaders in developing their role, particularly in relation to raising standards;
- To support teams and individuals with planning and implementation of strategies to deliver school improvement
- To undertake a significant role in maintaining a high standard of pupils' behaviour and discipline, within the framework of the school policy and supporting other staff as necessary.
- To liaise effectively with parents and carers to ensure good relationships between school and home in order to improve learning and behaviour.
- To organise and lead school events including progress review days, school trips and partnerships with schools and the community
- To present regular update and reports to the Headteacher on areas of responsibilities; and also contribute to reports to the governing body, LA, DFE and other statutory organisations

**Other duties and responsibilities** will include:

- To attend daily and weekly meetings, in accordance with school policy and to lead such meetings as required.
- To take whole school assemblies and to support other staff with assemblies.
- To prepare and present reports, as required to, e.g. governors, LA officers, parents, outside agencies.
- To attend occasional meetings during evening hours, at weekends or in school holidays, as required.
- To play a significant role and provide leadership for student services team responsible for admission of students to SILS
- To promote effective partnerships with LA, schools and professionals for the benefit of pupils and families
- To ensure that appropriate safeguards are in place for new and current students
- To ensure the delivery of the statutory duty of full time education by day 6 of a permanent exclusion for students referred to SILS
- To promote staff and students well-being
- To update and uphold statutory safeguarding responsibilities

<p><b>General Statements</b></p>	<ul style="list-style-type: none"> <li>▪ Must comply with all equality legislation, policies and procedures; actively promote ways of eradicating and challenging racism, prejudice and discrimination through the School's policies and procedures.</li> <li>▪ To have due regard for safeguarding and promoting the welfare of children and young people and to follow the child protection procedures adopted by the Southwark Safeguarding Children's Board and the school's safeguarding policy.</li> <li>▪ Ensuring work is line with the School's Green Commitment Policy goals.</li> <li>▪ Being aware of responsibilities under the Data Protection act for the security, accuracy and relevance of information held and maintained.</li> <li>▪ Treating all information acquired through your employment, both formally and informally, in strict confidence</li> <li>▪ To demonstrate a commitment to good customer care.</li> <li>▪ Any other duties of an appropriate level and nature will also be required.</li> </ul>
<p><b>To contribute as an effective and collaborative member of the School Team</b></p>	<ul style="list-style-type: none"> <li>▪ Participating in training to be able to demonstrate competence.</li> <li>▪ Participating in first aid training as required.</li> <li>▪ Participating in the ongoing development, implementation and monitoring of the service plans.</li> <li>▪ Contributing in meetings and being a supportive member of the school team.</li> </ul>

Person Specification

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		<b>Essential (E) or Desirable (D)</b>	<b>How assessed (A / I / T)</b>
<b>Knowledge / qualifications:</b>	<ul style="list-style-type: none"> <li>A graduate</li> <li>To have evidence of continuing and recent professional development relevant to the post.</li> <li>Knowledge of equality of opportunity issues and how they can be addressed in schools.</li> <li>A good understanding of effective leadership and management in relation to raising pupils' attainment and school improvement.</li> <li>An understanding of the importance of the culture and ethos of a school in securing high standards and of strategies for improving these.</li> <li>Good understanding of effective strategies for gaining and maintaining high standards of discipline at whole school level, in accordance with the school's policy.</li> <li>Good understanding of how opportunities can be made to enrich and enhance the curriculum to address the needs of all pupils.</li> <li>Good up to date understanding of child protection issues and procedures.</li> <li>Good understanding of statutory requirements upon secondary schools.</li> <li>An understanding of the role of parents and the community in school improvement and how this can be promoted and developed</li> </ul>	E  E E  E  E  E  E	A/ I
<b>Experience:</b>	<ul style="list-style-type: none"> <li>Experience of contributing to school improvement, as a member of a leadership team.</li> <li>Experience of supporting/mentoring colleagues in order to secure school improvement.</li> </ul>	E  E	A / I
<b>Experience:</b>	<ul style="list-style-type: none"> <li>Successful experience of improving the quality of teaching and learning, through processes of monitoring and support.</li> <li>Experience of managing and using pupil attainment and tracking data bases.</li> <li>Experience of developing and leading staff development programmes for tutors and other staff.</li> <li>Experience of initiating and implementing strategies to improve parental involvement in their children's learning.</li> </ul>	D  D  E E	A/ I
<b>Aptitudes, skills and competencies:</b>	<ul style="list-style-type: none"> <li>To demonstrate leadership qualities, including energy, resilience and the ability to enthuse and motivate others.</li> <li>To be able to articulate a clear vision for high quality education in an inner city context.</li> <li>To have a good personal presence, good communication skills and a sense of humour.</li> <li>To be able to communicate clearly both orally and in writing with a diverse range of audiences, including children, parents and carers, governors, staff and outside agencies.</li> <li>To relate well to children and be responsive to their needs.</li> <li>To be able to develop and maintain effective relationships with all members of the school community and outside agencies.</li> <li>To be approachable, accessible and flexible.</li> <li>To be able to work effectively under pressure, to prioritise appropriately and to meet deadlines.</li> <li>To have good analytical skills, being able to synthesise complex information, summarise, draw appropriate conclusions and make decisions.</li> <li>To be able to understand, interpret and present school performance and financial data.</li> </ul>	E  E  E  E  E  E  E  E  E  D	A/ I

<b>Special conditions:</b>	<ul style="list-style-type: none"> <li>▪ Motivated to work with children &amp; young people.</li> <li>▪ Ability to form &amp; monitor appropriate relationship &amp; personal boundaries with children &amp; young people.</li> <li>▪ Emotional resilience in working with challenging behaviours.</li> <li>▪ Appropriate attitudes to use of authority &amp; maintaining discipline.</li> <li>▪ The postholder may be required to work outside of normal school hours on occasion, with due notice.</li> <li>▪ To undergo an enhanced DBS check – individuals on the ISA barred list should not apply.</li> </ul>	E E  E E  E  E	A/ I
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