**GRANGE PRIMARY SCHOOL**

**JOB DESCRIPTION: INCLUSION LEADER**

**Leadership Scale: up to L6**

This job description may be amended at any time following discussion between Head and member of staff, and will be reviewed annually.

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| **Purpose of Job:** |
| To carry out the duties of a teacher as set out in School Teachers’ Pay and Conditions document September 2016.  To carry out the duties of an Inclusion Leader |

**Note:** In the context of this Job Description, pupils who are part of Inclusion are deemed to include:

* Pupils on the School’s Inclusion Register;
* Pupils with EHCPs
* Pupils identified as being Gifted and Talented;
* Pupils with identified specific learning difficulties;
* Pupils with identified behavioural problems;
* ‘Looked After’ pupils and those subject to Child Protection procedures;
* Pupils eligible for free school meals;
* Pupils who are new to English with no survival English;
* Pupils of Romany, Gypsy or Traveller families;
* Pupils who the Headteacher considers have previously received, for any reason, an inadequate or compromised education.

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| **Specific Responsibilities:** |

* To be accountable for the standards of teaching and learning for those on the Inclusion Register.
* To lead, manage and develop Inclusion throughout the school.
* To manage the Inclusion team ensuring best practice.
* To develop the use of ICT to support and enhance teaching and learning.
* To exercise professional skills and judgement.
* To impact on the educational progress of those on the Inclusion Register.
* To lead, develop and enhance the classroom practice of teaching staff and teaching assistants.
* Keep up-to-date with current information and research by attending courses, workshops and through personal reading.

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| **Leadership Responsibilities:** |

* Support the vision, ethos and policies of the School for all pupils irrespective of background, ethnicity, gender or disability;
* Collaborate in the implementation of the school strategic plan to raise standards of individual pupil achievement and ensure that good attainment is maintained by providing a model of high quality teaching;
* Ensure the effective and proficient use of pupil data from a variety of sources, both internal and external, in the process of target setting;
* Set up systems for identifying, assessing and reviewing provision for pupils on the Inclusion Register and maintain an up to date provision map;
* Ensure that robust and timely systems are in place for submitting and attaining Educational Health and Care Plans
* Monitor and support effective teaching approaches for those pupils with special educational needs, including intervention programmes where necessary;
* Effectively lead all staff through quality training and modelling to establish essential Inclusion practices.
* Take overall responsibility for provision for children with Special Educational Needs with a good understanding of the SEN Code of Practice.
* Performance manage and provide induction for Learning Support Assistants.
* Monitor pupil’s attendance and provide prompt and timely family support to avoid persistent absences.
* Report regularly to the head teacher and governing body on the effectiveness of provision for those on Inclusion
* Ensure that parents are well informed about the curriculum, targets, individual pupils' progress and achievement;
* Liaise with other schools to ensure continuity of support and learning when transferring pupils with special educational needs.
* Ensure all members of staff recognise and fulfil their statutory responsibilities to pupils with special educational needs;
* Provide training opportunities for learning support assistants and other teachers to learn about special educational needs;
* Identify resources needed to meet the needs of pupils with special educational needs and advise the head teacher of priorities for expenditure
* Undertake any professional duties which may be delegated from time to time by the Headteacher.

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|  | Essential | App/Letter | Interview |
| Qualifications |  |  |  |
| Formal Teaching Qualification recognised by the DfE | E | E |  |
| Knowledge & Experiences |  |  |  |
| Evidence of on-going professional development; attendance on courses, INSET, etc. | E | E |  |
| Have gained or be working towards the National qualification for SENCOs or other appropriate experience/qualifications. | E |  |  |
| Experience as a mentor, coach or performance management team leader | D | D | D |
| Proven track record as a successful teaching practitioner within a whole class setting. | E | E | E |
| Experience of using IT to enhance learning. | E | E | E |
| Experience of successful leadership and management within a school or other educational setting. | E | E | E |
| Ability to provide professional leadership and management of a staff team and contribute to the work of other teams to secure high quality teaching | E | E | E |
| Knowledge of relevant legislation - in particular of the SEN Code of Practice, equal opportunities and disability discrimination legislation and how these apply to pupils with Statements as well as those without. | E | E | E |
| Knowledge of the range and type of interventions available and be able to apply these appropriately in the context of the School's resources and the individual child. | E | E | E |
| Experience of inter-agency work. | E |  |  |
| Experience in working with EAL, SEN and G&T children | E | E | E |
| Ability to use data effectively in setting targets. | E | E | E |
| Preferably to have taught in more than one primary school. | D | D |  |
| Personal Qualities |  |  |  |
| Excellent written and oral communication skills. | E | E | E |
| Excellent time and task management skills. | E | E | E |
| Ability to work under pressure and to deadlines. | E | E | E |
| Ability to relate well to children and adults. | E | E | E |
| Ability to lead, motivate and influence others. | E | E | E |
| To have a sense of humour. | D |  | D |
| To show commitment to sustain excellent attendance at work. | E | E | E |
| A commitment to child-centred education | E | E | E |