

## Inclusion Coordinator SEN

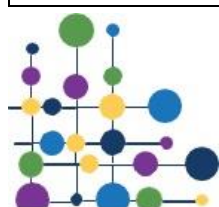
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|----------------------|---------------------------|-----------------------|-------|
| <b>Role Title</b>    | Inclusion Coordinator SEN | <b>Reporting to</b>   | SENCO |
| <b>Section</b>       | Royds Hall                |                       |       |
| <b>Contract type</b> | Permanent                 | <b>Grade / Salary</b> |       |

### Part A – JOB DESCRIPTION

|                                  |   |
|----------------------------------|---|
| <b>Overall purpose of role</b>   | <p>To deliver small group interventions for English, Mathematics and study skills. Inspiring a love of learning as well as evaluating, intervening and assessing pupil's progress. To lead year 11 SEN careers and entry level academic support. To lead My Support Plan reviews and life skills extracurricular learning opportunities. To manage the timetabling of teaching assistant support students in lessons. To line manage a number of teaching assistants. To contribute to department provision mapping, working alongside the Assistant SENCO. To contribute to Quality Assurance of interventions, teaching assistant support and student experience. To work as a team member across school and to support the learning, progress and welfare of all students to help them achieve their Personal Best.</p> <p>To provide practical support for learning, educational activities, developing social skills, integration and for securing students physical and emotional wellbeing. To work as part of a team including teachers and other support staff to support the learning and welfare of all students. To have high expectations of our students and be committed to raising their achievement.</p> |
| <b>Safeguarding Requirements</b> | <p>This post requires the post holder to work in settings with children and young adults. Any employment offer is therefore subject to the results of an Enhanced Disclosure from the Disclosure and Barring Service (DBS).</p>   |

### Key Outputs

1. To manage the timetabling of ETA support, ensuring that resources are deployed to meet the needs of the students
2. To contribute to the quality assurance of interventions led by teaching assistants, in lesson support and student learning experience
3. To lead in co coordinating support for students to achieve entry level Maths and English with secondary pupils securing engagement, progress and attainment.
4. To lead My Support Plan reviews and contribute to Individual Education Plans and pupil profiles to support teachers with differentiation
5. To provide trouble shooting lesson support to remove any barriers, devising a plan of action for the student and teacher
6. To promote the support and inclusion of all students in the learning activities in which they are involved and communicate effectively to support their learning and maintain high expectations of all students to achieve.
7. To collaborate with the teacher and SENCO in monitoring and evaluating students responses to the learning tasks and modify approaches accordingly.
8. To monitor and evaluate students participation and progress through a range of assessment activities and provide constructive support and feedback to students as they learn and report back to the teacher as specified.
9. To lead a team of educational teaching assistants to deliver interventions
10. To line manage a number of teaching assistants



11. To contribute to the maintaining and analysing of students' records of progress as specified within the teachers framework.
12. To organise and manage safely the learning activities, the physical teaching space and resources within the designated area of responsibility.
13. Organise, design and delivery lunchtime and after school activities for vulnerable pupils across the school.
14. Plan, monitor and evaluate students' learning. Ensuring the progress is clearly recorded in the relevant systems and related to the learning objectives/goals for students.
15. Deliver appropriate interventions to maximise student progress.
16. Liaise with pastoral, Wellbeing and Learning Zone staff to ensure the needs of all students are met.
17. Ensure relevant equipment and materials are suitable for the designated learning activities.
18. Contribute effectively to the research, selection and preparation of teaching resources that meet the diversity of pupils' needs and interests.
19. Support the class teacher with resourcing lessons as needed.
20. To undertake any other duties associated with the role, as may be decided by your line manager of the Headteacher.

**Dimensions** (Financial/Statistical/Mandates/Constraints/No. of direct reports)

- Range of Teachers and Support Staff approximately 200 across the whole school.
- Range of Students approximately 850.

**Work/Business contacts**

**Internal:** All teachers and support staff to advise how effectively to support students to achieve their Personal Best.

**External:** Alternative provision providers, other Schools within the MAT, Parents and families.

**Expertise in Role Required (At selection - Level 1)**

**Essential or Desirable**

Have relevant qualifications and / or experience

- |  |           |
|--|-----------|
| • Be able to demonstrate high standards of numeracy and literacy             | Essential |
| • Experience of working with secondary pupils in school for at least 2 years | Essential |
| • Experience of working with children who have SEN / EAL                     | Essential |
| • Experience of teaching individuals, groups and whole classes               | Essential |
| • Ability to engage and influence others                                     | Essential |
| • Experience of working across different year groups                         | Essential |
| • Excellent communication skills   | Essential |
| • Excellent behaviour management skills                                      | Essential |
| • Ability to form positive relationships with parents and carers             | Essential |
| • Commitment to the safeguarding of young people                             | Essential |



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|--|-----------|
| <ul style="list-style-type: none"> <li>Ability to monitor and evaluate impact of interventions and strategies through a graduated approach</li> </ul>                      | Essential |
| <ul style="list-style-type: none"> <li>Experience of coaching colleagues</li> </ul>  | Desirable |
| <ul style="list-style-type: none"> <li>Working knowledge of relevant policies and codes of practice – e.g. Safeguarding and Special Educational Needs</li> </ul>           | Essential |
| <ul style="list-style-type: none"> <li>Ability to use ICT to support learning</li> </ul>   | Essential |
| <ul style="list-style-type: none"> <li>Experience of working with outside agencies in supporting students and families</li> </ul>  | Desirable |
| <b>Other (Physical, mobility, local conditions)</b>  |           |
| <ul style="list-style-type: none"> <li>Has the ability to travel around the local area to visit Alternative Provision providers, including transporting pupils.</li> </ul> | Essential |
| <ul style="list-style-type: none"> <li>Is willing to work flexibly within scope of overall hours, e.g. evening meetings.</li> </ul>  | Essential |

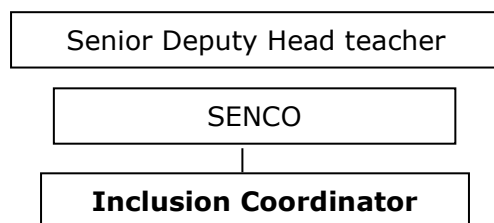
### **Expertise in Role - After initial development - Level 2**

- Use coaching and mentoring skills with adults and pupils
- Demonstrate leadership and line management skills

### **Expertise in Role (Advanced - Level 3)**

- Specialist skills/training in curriculum or learning area e.g. bi-lingual, sign language, ICT

### **Structure**



### **Signatures**

Approved by : CEO

Approved by : Post Holder/or Representative \_\_\_\_\_



Revised March 2021

