

<b>Post Title:</b>	<b>Inclusion Manager</b>
<b>Salary:</b>	<b>MPS + SEN Allowance</b>
<b>Contract:</b>	<b>Permanent, Full Time (Part Time considered)</b>
<b>Purpose:</b>	<p>Leading activities relating to Special Educational Needs, to include:</p> <ul style="list-style-type: none"> <li>• Determine the strategic development of special educational needs (SEN) policy and provision in the school</li> <li>• Be responsible for day-to-day operation of the SEN policy and co-ordination of specific provision to support individual pupils with SEN or a disability</li> <li>• Provide professional guidance to colleagues, working closely with staff, parents and other agencies</li> </ul>
<b>Responsible to:</b>	Headteacher
<b>Responsible for:</b>	Special Educational Needs/Disabilities, Behaviour for Learning, Safeguarding, Pupil Premium, English as an Additional Language, Managing Medical Conditions, Personal, Social and Health Education (PSHE) coordinator
<b>Salary/Grade:</b>	MPS + SEN Allowance
<b>MAIN (CORE) DUTIES</b> <p><b>Strategic development of SEN policy and provision</b></p> <ul style="list-style-type: none"> <li>• Have a strategic overview of provision for pupils with SEN or a disability across the school, monitoring and reviewing the quality of provision</li> <li>• Contribute to school self-evaluation, particularly with respect to provision for pupils with SEN or a disability</li> <li>• Make sure the SEN policy is put into practice and its objectives are reflected in the school development plan (SDP)</li> <li>• Maintain up-to-date knowledge of national and local initiatives that may affect the school's policy and practice</li> <li>• Evaluate whether funding is being used effectively, and suggest changes to make use of funding more effective</li> </ul> <p><b>Operation of the SEN policy and co-ordination of provision</b></p> <ul style="list-style-type: none"> <li>• Maintain an accurate SEND register and provision map</li> <li>• Provide guidance to colleagues on teaching pupils with SEN or a disability, and advise on the graduated approach to SEN support</li> <li>• Advise on the use of the school's budget and other resources to meet pupils' needs effectively, including staff deployment</li> <li>• Be aware of the provision in the local offer</li> <li>• Work with early years providers, other schools, educational psychologists, health and social care professionals, and other external agencies</li> <li>• Be a key point of contact for external agencies, especially the local authority (LA)</li> <li>• Analyse assessment data for pupils with SEN or a disability</li> <li>• Implement and lead intervention groups for pupils with SEN, and evaluate their effectiveness</li> </ul>	

## **Leadership and management**

- Work with the headteacher and Local Academy Committee (LAC) to ensure the school meets its responsibilities under the Equality Act 2010 in terms of reasonable adjustments and access arrangements
- Prepare and review information the governing board is required to publish
- Contribute to the school development plan and whole-school policy
- Identify training needs for staff and how to meet these needs
- Lead INSET for staff
- Share procedural information, such as the school's SEN policy
- Promote an ethos and culture that supports the school's SEN policy and promotes good outcomes for pupils with SEN or a disability
- Lead staff appraisals and produce appraisal reports
- Review staff performance on an ongoing basis

## **Managing Medical Conditions in Schools**

- Review and update the schools Managing Medical Conditions and Medicines in School Policy on a yearly basis, ensuring that it is compliant with national guidance.
- Ensure parents who wish to school to administer complete the parent consent form in the officer.
- Create student profile for any pupil who requires medication to be administered in school. Review existing profiles on a termly basis.
- Work with parents and external professionals to draft care plans for pupils with significant medical needs.

## **Inclusion**

- To update class profiles on a termly basis in providing accurate and up-to-date information on SEND/EAL/PP and safeguarding needs.
- Have a strategic overview of provision for pupils with English as an Additional Language across the school, monitoring and reviewing the quality of provision
- Have a strategic overview of provision for pupils from disadvantaged backgrounds (Pupil Premium) across the school, monitoring and reviewing the quality of provision
- Evaluate whether Pupil Premium funding is being used effectively, and suggest changes to make use of funding more effective
- To review and update the schools Equal Opportunity Policy, plan and statement on a yearly basis.

## **Behaviour for Learning**

- To promote and continue to develop the school values and ethos.
- Review and update the schools Behaviour for Learning and Anti-Bullying Policy on a yearly basis, ensuring that it is compliant with national guidance.
- To continue to embed pupil's understanding of The Zones of Regulation and using the strategies taught to support them in regulating the emotions and behaviour.
- To provide continuous professional development training on positive behaviour management strategies and de-escalation strategies to minimise negative behaviour incidents.
- To analyse behaviour incidents on a termly basis and report this to the senior leadership team, Headteacher and Local Academy Committee.

- To deploy the Learning Mentor to support pupils requiring additional support.

### **Safeguarding**

- To oversee the day-to-day running of the school's Safeguarding Policy.
- To act as the school's Designated Safeguarding Lead (DSL).
- Prepare and review information the governing board is required to publish.
- To provide Level 1 Safeguarding training to new members of staff, volunteers and the local academy committee.
- To make appropriate referrals to Croydon SPOC consultation when concerned about the emotional and physical well-being.
- To attend Team Around the Child/Family meetings.
- To provide written reports when requested for children who are early help, child in need or child protection.
- To lead the PSHE curriculum and ensure that the knowledge and skills meet statutory guidance.
- To review and update the school's Relationship and Sex Education Policy on a yearly basis.

### **General Responsibilities**

- Follow Health and Safety requirements and initiatives as directed.
- Ensure compliance with Data Protection and GDPR legislation.
- Operate within the school's Equal Opportunities framework.
- Commitment and contribute to improving standards for pupils as appropriate.
- Contribute to the maintenance of a caring and stimulating environment for pupils.
- To be fully aware of and understand the duties and responsibilities arising from the Children Act 2004 and Working Together in relation to child protection and safeguarding children and young people as this applies to your role within the organisation.
- To also be fully aware of the principles of safeguarding as they apply to vulnerable adults in relation to your role.

<b>DATE:</b>	
<b>SIGNED:</b>	
<b>NAME:</b>	

*We are committed to safeguarding and owing to the nature of the post you are not entitled to withhold information regarding convictions by virtue of the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975 as amended. You are required to give details of any convictions on your application form and are expected to disclose such information at the appointed interview. This post is subject to an enhanced DBS check.*

## Person specification

### Inclusion Manager

CRITERIA	ESSENTIAL QUALITIES	DESIREABLE QUALITIES
<b>Qualifications and training</b>	<ul style="list-style-type: none"> <li>• Qualified teacher status with at least 3-4 years Primary teaching school experience</li> <li>• National Award for SEN Co-ordination</li> </ul>	<ul style="list-style-type: none"> <li>• Level 3 Early Year SENCO Award.</li> <li>• Level 3 Safeguarding</li> <li>• Undergraduate Degree</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Experience teaching in KS1 and KS2.</li> <li>• Experience of working at a whole-school level</li> <li>• Managing medical conditions and medicines in a school.</li> <li>• Involvement in self-evaluation and development planning</li> <li>• Experience of conducting training/leading INSET and CPD sessions</li> <li>• An understanding of how to support pupils whose first language is not English.</li> </ul>	<ul style="list-style-type: none"> <li>• Experience teaching Early Years.</li> <li>• Experience as the DSL or Deputy-DSL in a school.</li> <li>• Familiar with the Zones of Regulation and using this to support the emotional literacy, well-being and development of children.</li> </ul>
<b>Skills and knowledge</b>	<ul style="list-style-type: none"> <li>• Sound knowledge of the SEND Code of Practice</li> <li>• Understanding of what makes 'quality first' teaching, and of effective intervention strategies</li> <li>• Ability to plan and evaluate interventions</li> <li>• Data analysis skills and the ability to use data to inform provision planning</li> <li>• Effective communication and interpersonal skills</li> <li>• Ability to build effective working relationships</li> <li>• Ability to influence and negotiate</li> <li>• Good record-keeping skills</li> <li>• Confident in using a range of IT software</li> </ul>	

<b>Personal qualities</b>	<ul style="list-style-type: none"> <li>• Commitment to getting the best outcomes for pupils and promoting the ethos and values of the school</li> <li>• Commitment to equal opportunities and securing good outcomes for pupils with SEN or a disability</li> <li>• Ability to work under pressure and prioritise effectively</li> <li>• Commitment to maintaining confidentiality at all times</li> <li>• Commitment to safeguarding and equality</li> </ul>	<ul style="list-style-type: none"> <li>• Commitment to own CPD in developing pedagogy.</li> </ul>
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