

COLTON HILLS COMMUNITY SCHOOL

Job Description

Post Title: **SEN Inclusion Officer**

Responsible to: AAHT (SEND & Inclusion)

Salary Grade: Grade 5

Term Time + 10 days (to be worked throughout the school holidays)

Mon – Thurs 8.00 am – 4.00 pm, Fri 8.00 – 3.30 pm (30 mins unpaid lunch each day)

Main Purpose of the Role

- 1) To undertake efficient integrated working between all those involved in delivering academic and pastoral support to vulnerable children, young people and their parents/carers.
- 2) To promote and deliver early intervention and prevention of the need for additional support.
- 3) To support the coordinated delivery of academic and pastoral support within the school (The Hills) and through a range of internal resources and external agencies for vulnerable students.
- 4) To maintain and develop your own professional skills consistent with the role of SEN Inclusion Officer
- 5) To support in evidence collection towards the Graduated Approach, in relation to pupil-specific plans, which help identify the nature of a pupils SEND.
- 6) To support in the collection of qualitative and quantitative data that can be used to support external reports to wider stakeholders. E.g Governors reports.
- 7) Represent the school and vulnerable students, such as looked after children (LAC) at meetings of professionals and external agencies such as PEP meeting in order to plan for the needs of the student.
- 8) To undertake a key role in contributing in reviews lead by external health professionals (Educational Psychology, Outreach team, Specialist Teacher, CAMHS, etc. To support in the target setting procession and carrying out of actions/recommendations set out by these external health professionals.
- 9) To undertake evaluations of external health report recommendations/actions to ensure reports are reviewed accurately and in a timely manner.
- 10) To cascade accurate information from wider external health professionals, and wider school leaders, to ensure the inclusion needs of the students you work with are known and met.

Principle Duties and Responsibilities

1. Undertaking of integrated working practices

- Working with the AAHT (SEND & Inclusion), support the Inclusion Team to ensure practices, policies and procedures are appropriately followed by all staff with respect to vulnerable students.
- Contribute to meetings and briefings, with regards to the needs of vulnerable students, ensuring that these are properly recorded and involve representation of all staff members.
- Monitor and support the overall progress and development of vulnerable students in line with the attendance and behaviour policies.
- Maintain an understanding of the current responsibilities of the SEN Inclusion Officer to support vulnerable children and their parents/carers, promoting the efficient delivery of those in an integrated manner, including other groups and agencies when necessary.
- Maintain performance information that demonstrates the effectiveness of integrated working in the school's inclusion work for the most vulnerable students and how well key areas of responsibility are being addressed.
- Monitor indicators of success (eg attendance, exclusions, sanctions, rewards) together with academic progress and performance in relation to targets set for each individual; ensuring that follow-up procedures are adhered to and action is taken where necessary.
- Represent the school at city-wide meetings as required, where the needs of vulnerable students are addressed.

2. Promoting early intervention and prevention

- Ensure that your work has an appropriate balance between activity addressing early intervention and prevention, and targeted and specialist support.
- Support the Inclusion Team's professional development to develop skills and aptitudes commensurate with supporting the most vulnerable students.
- Work with the SENDCO and with external professionals and ensure efficient identification of those students at risk of disengagement and exclusion.
- Work with colleagues to formulate aims, objectives and plans for academic progress of identified students which have coherence and relevance to their needs.
- Work with the AAHT, and Community and Inclusion Manager, to prepare reviews of external health reports. (e.g Educational Psychology report, Outreach action plan, etc).
- Work closely with the school's Child Protection Lead Professional and external agencies to promote early intervention and preventative work relevant to the needs of vulnerable children and encourage services to give appropriate priority to those.
- Encourage pastoral support services in the school to contribute to a range of activity that will prevent difficulties developing and ensure that the availability of these is well publicised.
- Work closely with the SENDCO to identify and support younger vulnerable children and their parents through age related transitions, including those with an Education Health Care Plan or in need of entering the EHCP process.

3. Facilitating efficient and coordinated service delivery by specialist services

- Ensure you follow agreed policies and procedures with respect to casework referral, assessment, formulation, planning and review of vulnerable students.
- Support the SENDCO at Team Around the Child (TAC) meetings. Liaise with parents and teachers in support of action plans supporting the educational needs of vulnerable students.
- Research and signpost school leaders towards up-to-date resources and outside agencies that would best support vulnerable students.
- Be able to offer a range of inclusion strategies to school leaders, teachers and support staff that support young people with particular needs.

- Ensure that filing of student records and support is fit for purpose and function effectively for record keeping and case building work.
- Attend meetings as required, including the line management meeting with AAHT (Inclusion) and strategic meetings with Deputy Headteacher.
- Prepare performance and activity reports, reports on specialist topics, and on vulnerable students to illustrate the impact of work to external verification agencies.
- Ensure that information regarding individual students progress and needs is communicated with the parent.

4. School wide thematic/professional leadership

- Contribute to reports for Senior Leadership Team and Governors to ensure that they are well informed of activity and need on relevant topics.
- Contribute to reports for the Governor's Discipline Committee in respect of Permanent Exclusions.
- Support in monitoring vulnerable students adequately for the Inclusion team to operate effectively.
- Ensure the effective use of data and reporting so that the impact of strategies can be monitored
- Attend multiagency meetings of relevance to the area of responsibility and needs of students on your case load.
- Engage in complex pastoral casework and other activity relevant to the support of children and guide colleagues, when appropriate, providing professional advice and support.
- Represent the views and interests of vulnerable students to the SLT.
- Contribute to curriculum areas such as Life Skills (PSHE, Citizenship) according to school policy.

5. Maintaining and developing personal and other's professional skills

- Maintain personal professional practice to a level commensurate to your level of responsibility.
- Engage in supervision and development with respect to your professional role as agreed with the AAHT (SEND & Inclusion).
- Work with the SENDCO to use outcomes of monitoring and review to provide responsive CPD programmes to members of the Inclusion Team and other staff.
- Evaluate your work with vulnerable students in line with agreed procedures including evaluation against standards and performance criteria. Eg data generated for Attendance and Behaviour.
- Suggest modification and improvement where required in the systems and processes used to support vulnerable children.

7. General duties and responsibilities

- Act in accordance with the school's policies and procedures set down by the Headteacher and the City's Policies and procedures in respect to Safeguarding and Child Protection.
- Participate in staff development, appraisal and training as appropriate, including continuous professional development.
- Comply with the school's agreed policies and procedures including but not limited to Health and Safety, and Equal Opportunities Policies, the Data Protection Act, Child Protection Policy, Freedom of Information Act, Financial Management Regulations and other relevant school regulations.
- Undertake any other tasks, duties and responsibilities as directed and appropriate to the grade and role of the post subject to any reasonable adjustments under the Disability Discrimination Act 1995 as incorporated into the Equality Act 2010.
- Participate in the wider development of the school and contribute to school improvement as required.
- Actively support Wolverhampton City Council's commitment to Corporate Parenting. "Corporate Parenting is the collective responsibility of the Council to provide the best possible care and protection for children who are looked after."

SEN Inclusion Officer Grade 5

Personal Specification

	Essential	Desirable
QUALIFICATIONS		
General Education to NVQ Level 3 or equivalent	Y	
First Aid qualified or willingness to train	Y	
Have the ability to undertake personal or professional development training to qualification standard	Y	
SKILLS, KNOWLEDGE AND COMPETENCIES		
Experience of working with EduKey or other management information system		Y
Ability to prioritise	Y	
Experience of working with students with EHCPs.	Y	
Experience of working in a secondary school setting		Y
Competent in the use of ICT	Y	
Competent in reading and understanding reports	Y	
Evidence of excellent communication skills	Y	
PROFESSIONAL QUALITIES		
A commitment to raising standards for all in the pursuit of excellence	y	
Positive support for and implementation of school policies and procedures	y	
Smart and professional appearance	y	
Evidence of excellent attendance and punctuality	y	
Is a good role model for students	y	
Ability to show empathy and understanding	y	
Prepared to speak out on behalf of vulnerable students	y	
Able to work as a team, show initiative and work independently	y	
Energy and enthusiasm, friendly and positive attitude	y	
DBS Clearance at enhanced level	y	