



Clacton County High School

Walton Road, Clacton-on-Sea, Essex, CO15 6DZ
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Higher Expectations, Raising Aspirations

JOB DESCRIPTION

TITLE OF POST:	Inclusion Support Co-ordinator (Communication & Interaction)
LINE MANAGER:	SENDCo/ Assistant SENDCo
RESPONSIBLE TO:	Executive Headteacher/Head of School
SALARY GRADE:	Scale 5

JOB PURPOSE:

- To work in partnership with class teachers to support learning in line with the national curriculum, codes of practice and school policies and procedures.

CORE REQUIREMENTS

In fulfilling the requirements of the role, the post holder will demonstrate essential professional characteristics, and in particular will:

- Inspire trust and confidence in colleagues and all other stakeholders.
- Use the performance management process to enhance personal professional practice in line with the school's aspirations and priorities.
- Promote the wider aspirations and values of the school.
- Recognise the importance of confidentiality and uphold the requirements of the new GDPR legislation.
- To be an effective communicator with all stakeholders, visitors and external companies.
- To be not only proactive but also reactive to the daily demands of the role.
- Punctuality and reliability.

KEY RESPONSIBILITIES

- Supervision of a small team of inclusion support workers within the post holder's area of responsibility.
- Responsible for the performance management of the team of the inclusion support workers within the designated area of responsibility.
- Responsible for organising the exam access arrangements and tailored intervention sessions for identified students.
- Organisation of absence cover arrangements for those members of staff from within the designated area of responsibility.
- Meet with parents and other stakeholders as part of the SEND one planning process.
- Actively promote the inclusion of students with SEND in the mainstream setting and encourage their participation in extra-curricular activities.
- Attend all required training sessions and to disseminate information and ideas to colleagues.

- Model and promote positive behaviour management, learning needs, styles of teaching and learning techniques specific to individual students.
- Understand and engage with planned learning activities/teaching programmes and specific learning techniques to ensure the application of appropriate support for individuals and groups and which support literacy and numeracy skills.
- Responsible for the implementation of as agreed with the teacher, adjusting activities according to students' responses as appropriate.
- Provide feedback to students in relation to attainment and progress under the guidance of the teacher.
- Support the use of IT and develop students' competence and independence in its use.
- Promote positive student behaviour in line with school policies.
- Monitor and record student responses and learning achievements, maintaining student records.
- Provide and/or organise support for students with special education needs so that they can access activities and educational visits.

This list is by no means exhaustive and duties will include any other reasonable administrative responsibilities as designated and required by the executive headteacher/head of school.

The local governance committee is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment.

All employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers and comply with expectations as defined within the school's Code of Conduct and Leave of Absence policies.

The duties above are neither exclusive nor exhaustive and the post holder may be required by the Executive Headteacher/Head of School, Sigma Trust committee or the local governance committee to carry out appropriate duties within the context of the job, skills and grade.

This job description is current at the date shown but, in consultation with you, may be changed by the Executive Headteacher/Head of School to reflect or anticipate changes in the job commensurate with the grade and job title.

Signed: _____ Post holder _____ Date: _____

Signed: _____ Line manager _____ Date: _____

Signed: _____ Executive Headteacher/Head of School _____ Date: _____

Person Specification

	Essential	Desirable
Good level of literacy and numeracy.	✓	
INSET relating to SEND.		✓
A commitment to undertake further professional development.	✓	
Successful experience in Special Educational Needs.	✓	
Experience in an education setting.		✓
An understanding of what makes excellent pedagogy in an inclusive learning environment.	✓	
Knowledge of TA standards.		✓
Experience of working with students with high needs.	✓	
Use of effective behaviour management strategies to support the identified needs of a student with complex needs.	✓	
Use of effective teaching and learning strategies to support the identified needs of a student with complex needs.		✓
Experience setting targets and monitoring, evaluating and recording progress.	✓	
Knowledge of SEND Code of practice.		✓
Communicate effectively and sensitively with students to adapt to their needs and support their learning.	✓	
Delivering differentiated materials to mixed ability groups of students.	✓	
Recent CPD relevant to this post.		✓
ICT literate and able to use ICT to enhance learning.	✓	
The ability to work autonomously and as part of a team.	✓	
The ability to motivate staff and students.	✓	
Effective time management.	✓	
A passion for the education of students who are identified as having SEND.	✓	
Excellent interpersonal skills.	✓	
Excellent communication skills with all stakeholders.	✓	
A genuine commitment to inclusive education for students in a comprehensive and a multi-cultural environment.	✓	
Ambition and drive.	✓	
A willingness to contribute to the wider life of the school.	✓	
Empathetic to difficulties of pupils with SEND may face.	✓	
Evidence of leadership and management qualities.		✓
Experience of leading a team.		✓
The ability to lead and develop strategies to support pupils with SEND.	✓	
The ability to support and coach your team.	✓	
The ability to establish rapport and build trusting relationships with parents/carers and other adults.	✓	
Understanding of 'one planning' and how it can be used to support students with SEND.	✓	