SILS Job Description

Job Title:	Inclusion Officer (Multi-agency – KS4)	**School Name:**	Southwark Inclusive Learning Service
Grade and Range:	Hay Grade 8 scp 20 - 27	**Hours:**	36 Hours, full time 5 days
		Working Pattern:	Term Time (39 weeks) only
Reports to:	Headteacher (or designated member of SLT)	**Supervises:**	Teaching assistants

Purpose:

- To act as lead professional supporting and promoting an inclusive culture throughout the school
- To co-ordinate provision for students with additional needs, looked after children and other identifiable groups.
- To support students and their families by providing practical and emotional support through early intervention, partnership with key agencies and links between home and school
- To coordinate off site placements and / or preventative provision, including dual placements and reintegration support
- To coordinate targeted work around safeguarding, absence, behaviour, well-being, etc.
- To carry out on call support for students and staff, ensuring that students are engaging with learning

Principal Accountabilities:

- To coordinate off site placements and liaise closely with schools and partner agencies (including statutory, non-statutory and voluntary sectors) to ensure a high standard of service and outcomes for students.
- To promote positive behaviour and provide support for others in implementing the school's behaviour policy, including implementation of appropriate rewards and sanctions.
- To increase attendance and punctuality across the school and provide support to families where attendance and punctuality has become a concern;
- To support others in using agreed school procedures to improve students' punctuality and attendance; this includes preparation of attendance plans with the EWO, and chasing up of incidents of lateness or non attendance to school or lessons.
- Take a lead on provision for students with special or additional needs, and children looked-after, and to work to the direction of the head teacher, to ensure effective provision to meet needs.
- To work with individual students and small groups on strategies to address needs.
- To provide guidance and assistance in identifying children with learning, behavioural, medical or emotional difficulties and children with English as an additional language
- To provide support and guidance to parents and carers, encouraging families to develop and sustain positive interactions and strengthen relationships. This may include organising and taking a lead on parenting classes, after hours sessions, or referrals to appropriate services.

- Attend appropriate training to widen knowledge and skills base.
- To lead and attend regular inter agency and review meetings to discuss the needs and progress of identified children, including team around the child, multi agency and child protection meetings
- As lead practitioner for CAF referrals, convene multi-agency meetings to discuss referrals and raise awareness of CAF identifying outcome based support plan
- To liaise with other agencies including the Early Help, Educational Psychologist, Children's Services, School counsellor, school health service, social services, speech therapists, EWO, SEN, CAHMS etc
- To maintain up to date case records, provide written and verbal reports for meetings and to participate in those meetings as appropriate.
- To monitor student progress through the use of attainment and other evaluative data including the school's tracking system;
- To assist in organising events and activities that focus on achievement, encouraging students to become responsible and caring members of our community; including a termly celebration event
- To facilitate Restorative Approaches and mediation meetings as appropriate and assist in supervising students at break and lunchtimes.
- Assist the Head teacher in keeping parents and Management Committee informed about provision for identified groups.
- To line manage, support and monitor (including performance management) the work of a small team of teaching assistants

Other Responsibilities

- Data Protection: it is essential when working with computerised systems that you are completely aware of their responsibilities at all times under the Data protection Act 1984 for the security, accuracy, and significance of personal data held on such systems.
- Equal Opportunities: to take responsibility, appropriate to the post for tackling racism and promoting good race, ethnic and community relations.
- Health and Safety: to work in compliance with the School's Health and Safety policies and under the Health and Safety at Work Act (1974), ensuring the safety of all. .
- Safeguarding: to have due regard for safeguarding and promoting the welfare of children and young people, and to follow the child protection and safeguarding policies adopted by the school and Southwark Safeguarding Children Board.

This job description will be reviewed annually and may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the School in relation to the post holder's professional responsibilities and duties.

Professional Responsibilities:

The job description encompasses the above statements, but the Inclusion Officer should be willing to undertake any other tasks which the Head teacher might reasonably require.

PERSON SPECIFICATION: Inclusion Officer

CRITERIA		
A. Qualifications	1. Educated to degree level or equivalent	***Desirable***
	2. Evidence of specialist training	***Essential***
	3. Appropriate training e.g. First Aid/ SEN / Behaviour Management/ Health and Safety/Child Protection etc.	***Essential***
B. Relevant Experience	1. Substantial experience of successfully working with students/young people with a range of special needs including those exhibiting challenging behaviour in more than one setting	***Essential***
	2. Experience of working with young people and families in challenging circumstances (e.g. in schools, social services, health care, Police, YOT, YISP, etc)	***Essential***
	3. Experience of managing staff	***Essential***
C. Knowledge	1. Knowledge and understanding of SEN including BESD and ASD and the ability to work with these groups of students positively without confrontation.	***Essential***
	2. Knowledge of the Every Child Matters Agenda	***Essential***
	3. Knowledge of the school curriculum and education framework	***Desirable***
	4. Knowledge and understanding of inclusive practice	***Essential***
	5. Knowledge and understanding of Safeguarding policies and procedures	***Essential***
	6. Awareness of health and safety procedures	***Essential***
D. Skills and Abilities	1. Ability to develop positive relationships with students with SEN and to deal sensitively with issues that may arise according to their needs	***Essential***
	2. Excellent verbal and written communication skills - able to communicate effectively with students, staff, parents and other professionals	***Essential***
	3. Ability to work effectively with parents/carers to engage them in supporting improvements in achievement and behaviour	***Essential***
	4. High level ICT skills	***Essential***
	5. Patience and resilience	***Essential***
	6. Ability to be pro-active in the planning and prioritisation of work	***Essential***
	7. Ability to work on own initiative and as part of a team	***Essential***
	8. Commitment to equal opportunities	***Essential***
	9. Able to maintain confidentiality.	***Essential***
	10. Willing to undertake additional training and keep up to date with developments relevant to the post	***Essential***
	11. Willingness to work across the SILS sites in Southwark	***Essential***