

JOB DESCRIPTION



William Hulme's Grammar School
The best in everyone™
Part of United Learning

Director of Inclusion (Whole School SENCO)

Department	Extended Leadership Team
Faculty/Team	Learning Support
Directly Reporting to	Principal
Indirectly Reporting to	Other members of SLT
Context / Scope of Role	Whole School Leadership Position
Purpose of Job/Role	<ul style="list-style-type: none"> ■ To provide strategic leadership of the provision for students with special educational needs (SEN) across the school in order to ensure that these students make excellent progress. ■ To lead, manage and effectively deploy staff and resources within the SEN Primary, Secondary, Sixth Form and Resourced Provision teams. ■ To lead, monitor and evaluate the development of teaching and learning strategies for students with SEN. ■ To ensure that staff are provided with relevant information and training relating to the support of these students. ■ To lead on raising standards of student attainment and achievement with SEND students in all year groups and ability profiles across the whole school. ■ To ensure that paperwork relating to students with SEN meets statutory requirements. ■ To maintain positive relationships with parents of students with SEN and with relevant external organisations. ■ To take a full role within the school community as a member of the Extended Leadership Team.
Direct Line Management Responsibilities	Primary and Secondary Phase SENCOs and the Resourced Provision Lead.
Duties	
Accountability	
1	Ensure that there is a strategic overview of provision for students with SEN across the school which maximises their potential.
2	Develop, deliver and review the school's SEN policy.
3	Ensure high standards of the quality of teaching and learning, behaviour, attendance and punctuality, including the analysis of performance data, for SEND pupils.
4	Monitor the quality and effectiveness of interventions for students with SEN using Provision Mapping software.
5	Oversee the leadership of Learning Support teams in the Primary and Secondary Phases working directly with students with SEN and ensure that they are effectively deployed.
6	Ensure that the ELT, SLT and LGB are informed about current good practice and legislation relating to SEN and inclusion and that policies and practices relating to SEN are up to date.

7	Liaise effectively with staff across the school, including academic, pastoral, attendance and Safeguarding teams, to ensure high quality provision for students with SEN.
8	Lead on the development and implementation of inclusive practice throughout the school and liaise with teachers across the school, delivering appropriate training when necessary.
9	Maintain an accurate SEND register and Provision Map to ensure that provision meets the needs of students and statutory provision at all times, including overseeing the identification and review of students with SEN.
10	Ensure that Education and Health Care Plans (EHCPs) and other relevant documentation relating to students with SEN are regularly reviewed with students, parents and other agencies and recommendations made are implemented.
11	Ensure that examination concessions for students with SEN are carried out and implemented. Monitor, analyse and report on assessment information and examination results for students with SEN to ensure that they make excellent progress.
12	Prepare for statutory assessments and ensure that all students with a statement of education / EHCP have an annual review.
13	Lead and manage the transition of SEND students from settings to Nursery/Reception, Years 6 to 7 and 11 to 12, including the induction of Year 7 students with SEN.
14	Manage own record keeping in respect of individual students' development, progress and attainment as appropriate.
15	Complete administrative and organisational tasks related to all duties.
Leadership	
16	Support the vision, direction and strategy of the SLT as a member of the ELT, reflecting its educational and moral aspirations and values.
17	Carry out standard operating procedures as a member of the ELT: (a) attend morning briefing and ELT meetings (b) support the monitoring of the climate for learning and meet / greet protocol (c) be available for duties at the start, during and end of the day and (d) support whole school events such as school productions and Open Evenings.
18	To work across all phases of the school to support the best and positives outcomes for all pupils.
19	Provide strategic leadership of provision for students with SEN across the school.
20	Lead and manage the SEND team.
21	Lead the process of monitoring and evaluating the quality of SEND provision across the school.
22	Implement internal QA systems within SEN regarding tracking of student attainment, achievement, experience and support using Provision Mapping.
23	Ensure that SEND students have equality opportunity.
24	Promote the general progress and well-being of individual pupils and provide guidance and advice as necessary.
25	Champion SEND issues in staff meetings.
26	Play a full part in the life of the school community, to support its distinctive mission and ethos and to encourage staff and students to follow this example.
27	Develop links with Governors, LA and neighbouring schools and attend relevant networking / training meetings
28	Attend relevant meetings and participate and lead on training opportunities and performance development as required.

29	Contribute to the review of School policies as appropriate.
Pastoral Care	
30	Communicate and consult with parents of pupils and with other appropriate persons and bodies outside the school, as appropriate.
31	Promote the general progress and well-being of individual SEND students.
32	Identify and celebrate SEND student attainment and achievement in all aspects of school life.
33	Attend parent/carer evenings, information evenings and other events which the parents / carers of SEND students are attending.
34	Assist with the general pastoral care of the students, including helping students who are sick, distressed or injured.
35	Provide support for student's emotional and social needs by encouraging and modelling positive behaviour in line with the School's Behaviour policy and demonstrating high expectations of work and behaviour.
Safeguarding	
36	Be keenly aware of the responsibility for safeguarding children and to help lead the application of the Safeguarding and Safe Practices policy within the school.
37	Comply with the school's Safeguarding Policy in order to ensure the welfare of children and young persons.
38	Support safeguarding issues relating to SEND students and ensure that Senior Designated Person (and Safeguarding team) are informed of concerns.
39	Monitor the progress, safety and support for SEND students on the safeguarding register.
Other Duties and Responsibilities	
40	To carry out teaching responsibilities as assigned in the Academy Timetable - <i>The duties outlined in this job description are in addition to those covered by the latest School Teachers' Pay and Conditions Document.</i>
41	Support the aims and ethos of the school.
42	Support the implementation of school policies and procedures.
43	Be proactive in and comply with matters relating to health and safety, equal opportunities, race equality, child protection and safeguarding, including the completion of all Educare modules.
44	Set a good example in terms of dress, punctuality and attendance.
45	To work as part of the team, liaising, advising and consulting where appropriate.
46	Attend relevant Team/Departmental, Staff Meetings and Inset as required.
47	To participate in the school's PDR process.
48	To identify personal training needs and to attend appropriate internal and external in-service training.
49	To carry out Duties as part of the Duty Rota.
50	To assist at school functions and with extra-curricular activities.
51	To perform such other duties as may be required by the Principal or Senior Leadership Team.
52	To carry out all other reasonable duties in line with this position as requested by the Principal.

This job description will be reviewed as and when necessary in accordance with the needs of the academy.

Date of Issue: May 2021