

KING JAMES'S SCHOOL



JOB DESCRIPTION

POST TITLE: Inclusion Manager

GRADE 8 (SCP 26-28)

PURPOSE OF POST

The Inclusion Manager will support the Senior Assistant Principal (Pastoral) and Special Educational Needs and Disabilities Coordinator (SENDCo) in ensuring all students have access to the support and services they require in order to achieve their full academic, social and emotional potential during their time at King James's School.

The post holder will coordinate, in conjunction with a variety of other staff, provision of appropriate support within the school for all students with identified additional needs (see below) in order to ensure that they enjoy and achieve.

The Inclusion Manager will contribute to the continuous improvement in the quality of support and interventions: raise standards, ensure equal opportunity for all, contribute to the development of policies and practices and ensure that resources are efficiently and effectively used to achieve the schools aims and objectives. The Inclusion Manager will also be responsible for creating a productive, disciplined and highly innovative, inclusive learning environment.

In the context of this job description, students with identified additional needs are typically deemed to include those:

- on the Special Educational and Disability Needs Register or with identified specific learning difficulties
- who the SENDCo considers have previously received an inadequate or compromised education
- with behavioural problems or identified additional pastoral needs
- with poor attendance records or who are returning to school
- whose first language is other than English, belonging to ethnic minorities or are eligible for Pupil Premium
- who are vulnerable, Looked After students or students who are on the Child Protection register
- who are simply struggling to cope with the demands placed upon them by school

KEY AREAS

1. Development of Provision
2. Operational Provision
3. Working with children
4. Working with staff
5. Working with parents/carers
6. Working with school partners
7. Recording and Assessment
8. Accountability
9. Safeguarding
10. General

Duties & Responsibilities

- Support the Inclusive values, aims and ethos of the school to secure successful learning and promote high levels of achievement and self-esteem for all pupils irrespective of background, ethnicity, gender or disability
- To work closely with the SENDCo, Senior Assistant Principal (Pastoral) and Pastoral Leaders to contribute to an effective Inclusion provision for identified students
- To act as a point of reference for staff, students and parents/carers for information and resources related to the school's Inclusion provision
- To research new approaches and appropriate INSET to meet the changing needs of students
- To review impact of current provision, in conjunction with the Senior Assistant Principal (Pastoral) and SENDCo in order to inform planning for the future development of Inclusion interventions

Operational Provision

- To manage the day-to-day running of the school's Inclusion provision
- To contribute to providing a safe, well-resourced and attractive environment for Inclusion
- To be a member of the Additional Needs Panel meetings alongside the Senior Assistant Principal (Pastoral), SENDCo and Pastoral Leaders
- To liaise with Teaching staff/Heads of Departments to ensure effective and appropriate curriculum resources are available in the Inclusion provision to support the learning needs of identified students
- To ensure effective and appropriate resources are available within the Inclusion provision to support identified student/groups of students social, emotional and behavioural needs
- To ensure effective recording of student progress and outcomes within the Inclusion provision
- To offer an 'open door' for vulnerable students during social times

Working with Students

- Ensure the safety and welfare of all children in Inclusion
- Maintain a nurturing, supportive and orderly working environment to develop social and personal skills, promoting positive behaviour, equality and diversity
- Create a climate for learning in which the student feels at ease and encourage, reassure and increase confidence in order to raise self-esteem and reduce the fear of failure
- Support and develop the student's progress, engagement and attainment in identified subject areas with effective and appropriate curriculum resources
- Work with identified students in years 10 and 11 to help them catch up with their GCSE studies
- Be creative and flexible in developing relationships with challenging students and support them in overcoming barriers to learning in 1:1 and group situations
- Help students review their own progress and recognise and reward improvement
- Develop and deliver suitable intervention programmes for individuals and small groups, based either for long or short-term, full or part-time placement in Inclusion
- Counsel and calm students when appropriate
- Working with students at times of crisis supporting their immediate needs
- Apply appropriate and consistent behaviour/inclusion strategies
- Be observant and proactive in order to prevent inappropriate student behaviour

Working with Staff

- Work in partnership with SENDCo, Pastoral Leaders, BSW's, ETA's, Leader of Alternative Curriculum and others as appropriate
- Ensure effective communication at all levels

- To be an effective member of the Additional Needs Panel by providing support and advice including the ability to work flexibly within the Inclusion provision in order to meet the needs of identified students
- To work closely with the SENDCo in relation to commissioning support from BSW's and ETA's in relation to an effective transition back into the mainstream setting for students who have had a long term placement within the Inclusion provision
- To ensure that effective learning materials are available for students who may attend the Inclusion provision on an 'emergency' basis

Working with Parents/Carers

- To liaise with parents/carers, as required, to ensure effective Inclusion through partnership
- To work alongside families/carers of students to promote cohesive strategies
- To attend meetings with parents/carers as appropriate

Working with School Partners

- Have knowledge and understanding of the support and intervention other agencies can provide, including the School Nurse, Police, Early Help Team, Stronger Families, APSO and Alternative Education providers
- To liaise with relevant outside agencies as required under the direction of the SENDCo and/or Additional Needs panel

Recording and Assessment

- To participate in relevant meetings at which appropriate targets are set for students who are accessing Inclusion support and at which progress is reviewed
- Record, monitor and evaluate the progress of each student within the Inclusion provision against their Progress Review targets/Individual Education Plans/EHCP targets/My Support Plan targets

Accountability

- To provide the Senior Assistant Principal (Pastoral) and SENDCo with reports relating to the effectiveness of provision

Safeguarding

- As part of your wider duties and responsibilities you are required to promote and actively support the School's responsibilities towards safeguarding. Safeguarding is about keeping people safe and protecting people from harm, neglect, abuse and injury. It is about creating safe places, being vigilant and doing something about any concerns you might have. It isn't just about the very old and the very young, it is about everyone who may be vulnerable.

General

- Carry out your duties with due regard to current and future School's policies, procedures and relevant legislation. These will be drawn to your attention in your appointment letter, your statement of particulars, induction, on-going performance development and through School communications

Responsible to: SENDCo