

JOB TITLE:	Senior Leader for Inclusion and SEND
NORMAL LOCATION:	Silverstone UTC, Silverstone Circuit
SCALE & SALARY RANGE:	£35k to £48k, dependent on experience.
HOURS OF WORK:	Full time inc. 40% as SENCo (shared responsibility)
RESPONSIBLE TO:	Assistant Principal – Student Services

OVERALL PURPOSE OF JOB

Under the direction of the Assistant Principal, the post-holder will:

- Lead on the strategic development of inclusion policy (including SEN-D) and provision in the school.
- Be responsible for day-to-day operation of the inclusion policy and co-ordination of specific provision to support individual students.
- Provide professional guidance to colleagues, working closely with staff, parents and other agencies to ensure the effective implementation of all relevant college policies associated with behaviour, SEN(D) and safeguarding.
- Take a lead in deploying tactics to improve educational outcomes for students within particular pupil-groups.

DUTIES AND RESPONSIBILITIES

Strategic development of inclusion policy and provision:

- Have a strategic overview of provision for particular students across the school, monitoring, evaluating and reviewing the quality and impact of provision.
- Contribute to school self-evaluation, particularly with respect to provision for students within particular pupil-groups.
- Ensure the inclusion policy is put into practice, and that the objectives of this policy are reflected in the school development plan.
- Maintain an up-to-date knowledge of national and local initiatives which may affect the school's policy and practice.
- Evaluate whether funding is being used effectively, and propose changes to make use of funding more effective.
- Work alongside safeguarding leads to ensure that all children at the college are afforded the highest level of safeguarding.

Operation of the inclusion policy and co-ordination of provision

- Maintain an accurate SEND register and provision map.
- Provide guidance to colleagues on teaching students with SEN or a disability, and advise on the graduated approach to SEN support.
- Advise on the use of the school's budget and other resources to meet students' needs effectively, including staff deployment.
- Be aware of the provision in the local offer.

- Work with other schools, educational psychologists, health and social care professionals, and other external agencies.
- Be a key point of contact for external agencies, especially the local authority.
- Analyse assessment data for students within particular pupil-groups.
- Implement and lead intervention groups for students within particular pupil-groups, and evaluate their effectiveness.

Support for students with SEN or a disability

- Identify a student's SEN.
- Co-ordinate provision that meets the student's needs, and monitor its effectiveness.
- Secure relevant services for the student.
- Ensure records are maintained and kept up-to-date.
- Review the education, health and care plan with parents or carers and the student.
- Communicate regularly with parents or carers.
- Ensure that if the student transfers to another school, all relevant information is conveyed to it, and support a smooth transition for the student.
- Promote the student's inclusion in the school community and access to the curriculum, facilities and extra-curricular activities.

Leadership and management

- Work with the leadership and governors to ensure the school meets its responsibilities under the Equality Act 2010 in terms of reasonable adjustments and access arrangements.
- Prepare and review information the governing board is required to publish.
- Contribute to the school development plan and whole-school policy.
- Identify training needs for staff and how to meet these needs.
- Lead INSET for staff.
- Share procedural information, such as the school's inclusion policy.
- Promote an ethos and culture that supports the school's inclusion policy and promotes good outcomes for students within particular pupil-groups.
- Lead and manage teaching assistants working with students with SEN or a disability.
- Lead staff appraisals and produce appraisal reports.
- Review staff performance on an ongoing basis.

The staff member will be required to safeguard and promote the welfare of children and young people, and follow school policies and the staff code of conduct.

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the post holder will carry out. The post holder may be required to do other duties appropriate to the level of the role, as directed by their line manager.

PERSON SPECIFICATION

CRITERIA	QUALITIES
Qualifications and training	<ul style="list-style-type: none"> • Qualified teacher status. • National Award for SEN Co-ordination. • Degree.
Experience	<ul style="list-style-type: none"> • Teaching experience at GCSE level and higher. • Experience of working at a whole-school level. • Involvement in self-evaluation and development planning. • Experience of conducting training/leading INSET. • Experience of line managing staff (Teaching Assistants).
Skills and knowledge	<ul style="list-style-type: none"> • Sound knowledge of the SEND Code of Practice. • Understanding of what makes 'quality first' teaching, and of effective intervention strategies. • Ability to plan and evaluate interventions. • Data analysis skills, and the ability to use data to inform provision planning. • Effective communication and interpersonal skills. • Ability to build effective working relationships. • Ability to influence and negotiate. • Good record-keeping skills.
Personal qualities	<ul style="list-style-type: none"> • Commitment to getting the best outcomes for students and promoting the ethos and values of the school. • Commitment to equal opportunities and securing good outcomes for students with SEN or a disability or within other identified pupil groups. • Ability to work under pressure and prioritise effectively. • Commitment to maintaining confidentiality at all times. • Commitment to safeguarding and equality. • Team player, able to develop and maintain good working relationships with all members of the school community through effective communication. • Positive and flexible can-do attitude and approach. • Calm, organised, professional attitude. • Sound judgement and integrity. • Commitment to maintaining confidentiality when dealing with sensitive issues. • Ability to work under pressure and prioritise effectively.

General duties applicable to all staff employed at Silverstone UTC:

Duty		Description
A	School policies	To undertake all duties and responsibilities in accordance with UTC policies, including Equal Opportunities; Data Protection; Health & Safety; Child & Vulnerable Adult Protection; and Quality and Financial regulations. To report any concerns to the appropriate person.
B	Training and professional development	To take full responsibility for personal professional development and training.
C	Performance appraisal	To participate in the UTC Performance Appraisal Development Programme; agree an action plan; and undertake the required training in order to update skills and meet the requirements of the UTC and Departmental Strategic Plans.
D	Flexibility	To undertake such other duties as may reasonably be required, commensurate with grade, at place of work.
E	Probationary period	The post holder should be able to do the job competently after 6 months.

SAFEGUARDING

The Governing Body is committed to safeguarding and promoting the welfare of children and young persons and must ensure that the highest priority is given to following guidance and regulations to safeguard children and young people. The successful candidate will therefore be required to undergo an Enhanced Disclosure from the Disclosure and Barring Service (DBS).