



WOODBIDGE HIGH SCHOOL

Deputy Head of Inclusion MPS/UPS + TLR 1a

JOB DESCRIPTION

Line Manager: Head of Inclusion Services

Purpose: To support the Head of Inclusion Services in providing for students with high needs, and to carry out the functions of a teacher at Woodbridge High School in accordance with the stated aims and objectives of the school and the department. These include the following list of duties and responsibilities and any other duties as may reasonably be expected.

Main Responsibility:

Strategic leadership and the day-to-day running of the school's new KS3 Nurture Group provision, and some oversight of the KS4 Study Support group.

KS3 Nurture Group:

Woodbridge is on the brink of exciting change, which includes the development of this new KS3 Nurture Group provision. The Nurture Group will be made up mostly of high needs (SpLD, SEMH, SLCN) SEN students and some early stage EAL students across year groups. The EAL students will be overseen by the EAL instructor. Students will spend some of their school day in the Nurture Group and some in the mainstream classroom. The successful candidate will have a critical role in establishing and leading this new provision, and moving it forward over time.

Specific responsibilities of the postholder within the KS3 Nurture Group:

- Delivery of Literacy and Numeracy intervention
- Provision of EAL Support
- Delivery of SALT (Speech and Language Therapy) programmes under the guidance of SALT services
- Delivery of social skills programmes and strategies (social stories, Zones of Regulation etc.) under the guidance of Local Authority outreach services and the Head of Inclusion
- Effective coordination and deployment of LSAs to support in the Nurture Group provision and in the mainstream classroom
- Collaborative work with the school's Wellbeing Team to deliver wellbeing support for high needs students in the Nurture Group
- Supporting subject teachers by sharing strategies to help meet the needs of Nurture Group children when in mainstream lessons.
- Performing the role of SEND Key Teacher for the KS3 Nurture and KS4 Study Support groups
- Identifying, through the use of a range of assessments, those students who may be in need of Nurture Group support or other intervention and communicating this to relevant staff (Head of Inclusion, Year Co-ordinators etc.)
- Analysing the outcomes for Nurture and Study Support Group students at each data capture to add further value to their progress
- Supporting high needs SEND / EAL students with a range of subjects in the Study Support KS4 option

Other Responsibilities as Deputy Head of Inclusion:

- Supporting the Head of Inclusion in the running of the Inclusion Department, including provision for SEND and EAL

- Delivering CPD for both teaching and LSA staff relating to the Nurture and Study Support Groups, including the running of Inclusion Briefings for Nurture and Study Support Group students
- Supporting high needs KS3/4 students in making informed options choices
- Promoting and facilitating the general progress and wellbeing of individual high needs students through leading Student Support Meetings
- Implementing the school's Learning and Teaching policy in relation to high needs students
- Assisting with the maintenance of the SEN register by updating it to reflect changes
- Writing and monitoring the implementation of pupil profiles (IEPs) for students in your key groups
- Keeping up to date with the specialist subject and developments in pedagogy and how it can be applied to learning in the Inclusion Department
- Supporting with the organisation of annual review meetings and with appropriate training, chair annual reviews
- Liaising with local authority SEN colleagues in meeting the needs of high needs children
- Carrying out duties in the Core Job Description attached, including teaching a small teaching allocation as a mainstream classroom teacher.



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SELECTION CRITERIA

E -Essential

D - Desirable

Education and Training

- Qualified teacher status - E
- NASCO (National Award for SEN Co-ordination) - D
- A willingness to work towards and complete the NASCO qualification, with the school's support - E
- Evidence of further study or training, appropriate for the post - D

Experience

- Experience of being a teacher for at least two years - E
- Experience of teaching pupils with special educational needs in mainstream schools - E
- Experience of working in a multi-cultural, comprehensive school and a commitment to equal opportunities - E

Abilities

- The ability to think creatively about SEN support and develop and share strategies with the potential for long-term impact - E
- The ability to share inclusion strategies with colleagues - D
- The ability to work to and meet deadlines - E
- The ability to work in co-operation with others including colleagues from external agencies - E

Other requirements

- A clear vision of what constitutes best practice in working with students with learning needs and social, emotional and behavioural difficulties - E
- An understanding of current issues with regard to Inclusion - E
- An understanding of what constitutes best practice in terms of teaching and learning in relation to pupils with special educational needs, and the ability to share that vision with colleagues - D
- Knowledge, skills and understanding of a variety of intervention approaches and the ability to monitor and evaluate their effectiveness in relation to individual pupils - D
- The ability to help pupils develop new ways of thinking and strategies that will enable them to develop their self-esteem and long-term skills - D
- Excellent communication skills - E
- Excellent organisational skills - E
- An excellent record of health and attendance - D