

Inclusion Manager

Job Description

| | | |
|-----------------------------|-----------------------|----------------|
| Post title | SEN Inclusion Manager | |
| Reports to | SENCO | |
| Location of the post | The Marvell College | Grade 8 |

Main Purpose of the Post

To promote the equality, welfare, safeguarding and protection of all disadvantaged pupils (including SEND, EAL, behaviour/attendance) through the operational management of inclusion across the College.

To work effectively with other stakeholders (senior leaders, middle leaders, teachers and support staff, parents, outside agencies) to ensure any disadvantaged pupils (including SEND, EAL) remain a high priority, experience equality and make better progress as well as achieving outcomes above those of similar pupils nationally by working in collaboration with the SENCO.

To provide flexibility and respond to the emerging operational priorities of a fast moving college. Support the work of the SENCO to ensure outcomes for all disadvantaged pupils are rapidly improving/sustained beyond national benchmarks.

Roles and Responsibilities

Teaching and Learning

1. Support the SENCO to identify and adopt the most effective teaching approaches for disadvantaged pupils including those with SEN/EAL. Share best practice approaches with colleagues and promote the use of best practice approaches and programmes.
2. To liaise with literacy/numeracy lead to ensure effective programmes are in place that lead to rapid catch up of pupils below national benchmarks.
3. Monitor and observe teaching and learning activities to ensure they meet the needs of pupils with SEN/EAL, liaising with the SENCO where needed.
4. Liaise with primary and post 16 providers to ensure continuity of support and learning when transferring pupils with SEN/EAL.
5. Monitor and support the development of intervention programmes including the quality assurance and monitoring delivery.
6. To respond to emerging daily cover needs with regards to the Learning Support Assistant timetable.
7. Undertakes structured and agreed learning activities/teaching programmes, adjusting activities/teaching programmes according to pupil responses and progress.

8. Responsible for identifying training needs relating to Learning Support Assistants; organising and providing staff training, monitoring, adapting and updating action plans, evaluating their impact, identifying and planning future targets and reporting to the SENCO.
9. To organise and provide training and support for lunchtime supervisors in developing their practice restoratively.

Recording and Assessment

10. Work with colleagues to set challenging targets for raising achievement among pupils who are disadvantaged. Review targets and modify plans as necessary to ensure progress is made.
11. Ensure robust analysis of pupil level assessment data allowing the school to identify value-added by its quality first teaching programme and intervention strategies.
12. Support the SENCo to update the Headteacher and SLT and Governors on the effectiveness of provision for disadvantaged pupils and particularly those with SEN/EAL.
13. To support the SENCO in responding to requests for information from external agencies (such as the Neurodiversity team, IPASS, and Northcott).
14. Support pupils in lessons and carry out pupil observations to support the SENCO with identification of need.
15. Ensure systems are in place for screening pupils at “point of entry” identifying, assessing and reviewing provision for SEN/EAL children once identified.
16. Ensure that teachers and support staff develop a greater understanding of the learning needs of disadvantaged pupils and the importance of raising achievement among pupils.

Leadership and Management

17. Ensure EHCP's are monitored regularly, are live documents, their impact is assessed and progress can be achieved.
18. Encourage all members of staff to recognise and fulfil their statutory responsibilities to pupils with SEN/EAL.
19. Take the lead in constructing the schools provision map ensuring intervention programmes target the right pupils and staff expertise is deployed appropriately.
20. Disseminate good practice in SEN/EAL across the school through observations and peer mentoring encouraging/persuading others to adjust approaches as necessary.
21. Identify resources needed to meet the needs of pupils with SEN/EAL and advise the SENCo on the budget and priorities for expenditure.
22. Contribute to the preparation of documents for Senior Leadership meetings on the effectiveness of SEN/EAL provision in the school.
23. Support the SENCo in liaising, co-ordinating and managing all external support offered to school locally and from the agency.
24. Regularly deputise for the SENCo in their absence.

General

25. Be able to organise and manage a heavy work load in a climate of conflicting priorities, meeting necessary timescales and deadlines as required by legislation, line managers and lead officers. This may include leading on and partnership work in, supporting/persuading other professionals on devising, writing and monitoring intervention plans and agreed outcomes. This will include having knowledge of information that may be sensitive, contentious and highly confidential.

Responsibility

1. Responsibility for Staff:

30+ Teaching Assistants level 1, 2 and 3 across the college. Regular allocation/reallocation of workload and management of them.

Ensure that all pupil information (profiles and EHCP) and communication books/documents are properly maintained. Ensure that all staff training in relation to SEN/Inclusion is up to date, that staff understand how to use record keeping systems and understand their responsibilities in regard to safeguarding and record keeping.

2. Responsibility for Customers/Clients:

Required to work effectively and liaise with a range of other stakeholders. Lead on the assessment of pupil needs within the colleges/LA assessment and planning procedures. Participates in reviews and planning meetings and any other relevant forum to promote positive outcomes for children, young people and their families.

3. Responsibility for Budgets:

Prioritising budget use and expenditure.

4. Responsibility for Physical Resources:

Safe use, moving and storage of all equipment used in the course of the role.

Decision Making

Decisions when deputising for SENCo.

Deciding on the most appropriate teaching methods or learning activities to engage with and meet the needs of disadvantaged pupils.

When to make appropriate referrals to outside agencies.

Contact with children

This post involves contact with children in a school setting and has high safeguarding responsibilities.

Contacts and Reason for the Contact:

1. Within the School

Parents/carers/pupils
SMT/SLT
Inclusion team
Teaching staff
Support staff
Parents/Carers

2. Within the Trust

Other schools within the Trust

3. With External Bodies to the Academy

LA officers

Partner agencies

Relevant staff from other schools

The community

Risks to health

Physical demands – medium risk due to occasional need to use behaviour management/team teach techniques to manage pupils.

Working conditions – medium risk due to exposure to challenging behaviour from pupils, parents/carers.

Emotional demands – medium risk due to nature of pupils.

HCAT are committed to safeguarding and promoting the welfare of our pupils and young people. We have a robust Child Protection Policy and all staff will receive training relevant to their role at induction and throughout employment at the School. We expect all staff and volunteers to share this commitment. This post is exempt from the Rehabilitation of Offenders Act 1974 so is subject to a satisfactory enhanced Disclosure and Barring Service criminal records check for work with children.

HCAT provide front line services, which recognise the need to respond flexibly to changing demands and circumstances. Whilst this job outline provides a summary of the post, this may need to be adapted or adjusted to meet changing circumstances. Such changes would be commensurate with the grading of the post and would be subject to consultation. All staff are required to comply with HCAT Policies and Procedures.

HCAT requires a commitment to equity of access and outcomes, this will include due regard to equality, diversity, dignity, respect and human rights and working with others to keep vulnerable people safe from abuse and mistreatment.

HCAT requires that staff offer the best level of service to their customers and behave in a way that gives them confidence. Customers will be treated as individuals, with respect for their diversity, culture and values.

The Health and Safety at Work etc. Act 1974 and associated legislation places responsibilities for health and safety on the school, as your employer and you as an employee. In addition to the schools overall duties, the post holder has personal responsibility for their own health and safety and that of other employees; additional and more specific responsibilities are identified in the school's Health and Safety policy.

Person Specification

The person specification should be agreed in advance of the advert being placed and should specify criteria that will be used to decide the best candidate for the post. The selection process should be designed to test all of the requirements including questions, tests, presentation etc.

| CRITERIA - headings and details for this post | ESSENTIAL | METHOD OF ASSESSMENT* | DESIRABLE | METHOD OF ASSESSMENT* |
|---|---|---|---|---|
| QUALIFICATIONS | Degree or equivalent qualification/experience or a willingness to work towards | AF, C | QTS or equivalent Level 2 or 3 qualification in Social Care, health or education (or equivalent experience) Recent and relevant safeguarding qualification | AF, C AF, C AF, C |
| EXPERIENCE | Significant experience of working with children in a school Experience of working with vulnerable young people and families Experience of using ICT packages (Microsoft, SIMS) Experience of developing and implementing relevant strategies Experience of managing and supervising staff | AF, R AF, R AF, R AF, R AF, R | Experience of planning and delivering training Experience of development, management and operation of administrative systems Experience of working in partnership with agencies Experience of using restorative practice Experience of delivering teaching/learning activities, | AF, R AF, R AF, R AF, R AF, R |

| | | | | |
|-----------|---|----------|--|----------|
| KNOWLEDGE | Knowledge and commitment to safeguarding and promoting the welfare of children and young people | AF, I, R | Working knowledge of the law relating to SEND and EHCP processes for a learner aged 16 and below. | AF, I, R |
| | Knowledge and commitment to school policies and procedures especially relating to inclusive practice | AF, I, R | | |
| | Knowledge of behaviour management in schools. | AF, I, R | | |
| | A working knowledge of SEN/LAC/safeguarding and different techniques available to support individuals through difficult or challenging situations | AF, I, R | | |
| SKILLS | Ability to establish professional, effective relationships with a range of partners/colleagues, children and young people and parent/carers | I, R | Ability to deal with variable work situations, analyse situations and plan appropriate interventions to achieve desired outcomes | I, R |
| | Ability to work independently and as part of a team | I, R | | |
| | Ability to prioritise workload; work under pressure and to tight, often competing deadlines | I, R | | |
| | Developed interpersonal and communication skills including persuasive and influencing skills. | I, R | | |
| | Very good ICT skills and ability to collect, analyse and produce plans, returns, reports etc | I, R | | |

| | | | | |
|--------------------|---|------|--|--|
| PERSONAL QUALITIES | Motivation to work with children and young people | I, R | | |
| OTHER REQUIREMENTS | | | | |

*Key: AF=application form; I=interview; T=test; P=presentation; R=references