



Inclusion Manager (Deputy SENCO)

JOB DESCRIPTION

Role Purpose:

Under the strategic direction of the Deputy Headteacher/SENCO to have responsibility for the management and development of SEND within the school and the management of other teaching assistants including allocation and monitoring of work, appraisal and training.

To establish and maintain a positive and supportive learning ethos with an unrelenting focus on achievement for SEND students.

Key Accountabilities:

Reporting to SLT link, this post holder will be accountable for:

General duties and responsibilities

- Set and evaluate pupils IEP targets and attainment/achievement.
- Establish rapport and respectful, trusting relationships with pupils, acting as a role model and setting high expectations
- Encourage pupils to interact and to work co-operatively with others and to engage in activities let by yourself and/or the teacher
- Assess the needs of pupils and use specialist skills detailed knowledge to support pupils' learning
- Ensure pupils' safety, welfare and personal hygiene. (Basic First aid to be included where appropriate.)
- Produce and implement IEPs, Individual Learning Plans and Individual Behaviour Plans.
- To make recommendations and write submissions for pupils to go forward for Education, Care and Health plans.
- To collect and collate relevant evidence for ECHP applications.
- To complete ECHP applications for relevant pupils.
- To be involved in the ongoing review of pupils with EHCP's
- Promote self-esteem and independence and employ strategies to recognise and reward achievement of self-reliance.
- Provide specific feedback in discussions with pupils on their progress and achievement, in line with school policy, to parents/carers and other school staff.
- Identify and adopt the most effective teaching approaches for pupils with SEN.
- To monitor and oversee the progress of Looked After Children in school as appropriate
- To be responsible for the whole examination access arrangements and the assessment of

KEY Tasks - Support



- Monitor the effectiveness of teaching and learning activities to meet the needs of all pupils with identified needs.
- Monitor teaching and learning activities to meet the needs of pupils with SEND.
- Within an established discipline policy anticipates and manages behaviour constructively, promoting self-control and independence.
- Support the role of parents in pupils learning and contribution to/lead meetings with parents to provide constructive feedback on pupil progress, achievement, problems etc.
- Within an agreed system of supervision, be able to plan challenging teaching and learning objectives.
- Deliver learning activities to pupils within an agreed system of supervision, adjusting activities according to individual pupil learning styles and needs. This will involve individual, group and whole class work and may take place when the teacher is not present.
- Deliver local and national learning strategies e.g. literacy, numeracy, effectively utilising all alternative opportunities to support extended development of pupils' skills.
- Monitor and evaluate pupil responses to learning activities through a range of assessment and monitoring strategies against pre-determined learning objectives.
- Provide objective and accurate feedback and reports as required on pupil achievement, progress and other matters, ensuring availability of appropriate evidence.
- Undertake routine marking of pupil's work and accurately record achievement/progress using an explicit mark scheme that does not require interpretation.
- Systematically record pupils' progress and achievement in lessons, and other activities providing evidence of range and level of progress and achievement.
- Make effective use of ICT in learning activities and develop pupils' competence and independence in its use.
- Organise and manage an appropriate learning environment and resources.
- Select and prepare resources necessary to lead/support learning activities, taking account of pupils' interests, language and cultural backgrounds.
- Advise on appropriate deployment and use of specialist aid, resources and equipment.
- Administer and assess / mark tests and invigilate tests / examinations as required
- Assist with the display of children's work as required.
- Undertake administrative support as specified.

KEY Tasks – Support for the Academy

- Map provision for pupils and take a lead in deploying staff to meet identified needs.
- Update the Headteacher and Trust on the effectiveness of provision for pupils with SEND.
- Comply with and assist with the development of policies and procedures



relating to child protection, health and safety, confidentiality and data protection, reporting all concerns to an appropriate person.

- Contribute to the overall work and ethos of the school.
- Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support the achievement and progress of pupils.
- To be the first and senior point of contact for parents and external agencies and to support parents to understand their role and school's role in their child's education.
- Take the initiative as appropriate to develop appropriate multi-agency approaches to supporting pupils.
- Attend and participate in meetings as required.
- Improve one's own practice through training, observation, evaluation and discussion with colleagues.
- Organise and deliver out- of -school learning activities within the guidelines established by the school/LA.
- Contribute to the identification and execution of appropriate out of school learning activities, which consolidate and extend the school activities.

KEY TASKS - Line Management

- To lead and manage the HLTAs and Teaching Assistants in all aspects of the SEND agenda.
- Lead regular team meetings with managed staff to brief them on current activities in the school, promote new developments and to discuss and alleviate any concerns held by staff.
- Represents the needs or views of HLTA's and teaching assistants at leadership and other appropriate meetings.
- Take part in the recruitment, induction, performance management, training and monitoring of Teaching Assistants.
- Liaise and foster positive relationships with all partners in the Inclusion Team.

STANDARD DUTIES

- To understand the importance of inclusion, equality and diversity, both when working with pupils and with colleagues, and to promote equal opportunities for all.
- To uphold and promote the values and the ethos of the school.



- To implement and uphold the policies, procedures and codes of practice of the School, including relating to customer care, finance, data protection, ICT, health & safety, anti-bullying and safeguarding/child protection.
- To take a pro-active approach to health and safety, working with others in the school to minimise and mitigate potential hazards and risks, and actively contribute to the security of the school, e.g. challenging a stranger on the premises.
- To participate and engage with workplace learning and development opportunities, subject to the school's training plan, working to continually improve own performance and that of the team/school.
- To attend and participate in relevant meetings as appropriate.
- To undertake any other additional duties commensurate with the grade of the post.

E-ACT is committed to safeguarding and promoting the welfare of its students and expects all employees and volunteers to share in this commitment.



PERSON SPECIFICATION

Whether you're a 3 year old in nursery learning to explore the world around you, an 18 year old preparing to go to university, a new teacher understanding the demands of the job, a Head Teacher leading the learning in your academy, a member of the regional team ensuring efficient and effective operations or a trustee scrutinising and challenging the CEO, we want every single person within E-ACT to be driven by three core values:

- We want everyone to **think big** for yourselves and for the world around you;
- We want everyone to **do the right thing** in everything you do, even when this means doing something that's hard, not popular or takes a lot of time;
- We want everyone to show strong **team spirit**, always supporting and driving your team forward

We really believe that if we all do the right thing, support our teams and we all think big, believe big, act big, then the results will be big too!

This means that if you want to be part of E-ACT, you need to be able to embrace and embody these values in all that you do.

OUR VALUES

Thinking Big	<ul style="list-style-type: none">• Show energy, enthusiasm and passion for what you do• Demand the highest quality in all that you do, and in the work of your team• Willing to champion new ideas and think beyond the status quo• Show an ability to think creatively and 'outside of the box' in your area of expertise, continually seeking improvements in what you do to make the organisation better• Be open to new ideas and change where it will have a positive impact on the organisation• Show a willingness to embrace different ideas and ways of thinking to improve E-ACT• Ability to 'look outside' – to continually learn about innovations in your field, new ways of doing things, and bring that learning into your work• Commitment to self-development, and developing your wider Team• Ability to self-reflect on yourself, your performance, and to think about how this could be improved further• Ability to encourage ideas from others in order to improve the organisation and build your team's confidence
Doing the Right Thing	<ul style="list-style-type: none">• Have integrity and honesty in all that you do



	<ul style="list-style-type: none">• Make decisions that are based on doing the right thing, even when this means that they're unpopular or will lead to more work• Take responsibility and ownership for your area of work• Have difficult conversations or deliver difficult messages if that's what's required to do the right thing by our pupils• Be transparent and open• Be resilient and trustworthy• Stand firm and stay true to our mission
Showing Team Spirit	<ul style="list-style-type: none">• Understand how you can have a greater impact as a team than you can as an individual• Understand how you are part of your immediate team but also a much wider organisational team, in working towards our mission• Recognise that everyone is important within E-ACT, and show an ability to build strong working relationships at every level• Recognise and celebrate the success and achievements, no matter how small, of your colleagues• Be generous with sharing your knowledge to help to develop others• Understand and be willing to receive suggestions and input on your area of work from others• Support your colleagues, even when this means staying a little later, or re-prioritising some of your work• Be aware of other peoples' needs and show an ability to offer genuine support• Show an awareness and respect for peoples' differences, and recognise how different characteristics and personal strengths build dynamic and great teams



KNOWLEDGE, EXPERIENCE & SKILLS

Requirement

E – Essential

Assessed at

A – Application Stage

D – Desirable

I – Interview Stage

P – During the probationary period

		E	D	A	I	P
Organisational Fit	Thinking Big	X		X	X	X
	Doing the Right Thing	X		X	X	X
	Showing Team Spirit	X		X	X	X
Knowledge	Minimum of 5 GCSEs including Maths and English (grade 4-9) or equivalent	X		X	X	
	Understanding of the national curriculum especially core subject areas	X		X	X	
	Demonstrable understanding of young peoples' social, emotional and educational development needs	X		X	X	X
	Understanding of 'Early Help' strategy, policies and protocols		X	X	X	X
	Knowledge of safeguarding and child protection issues and procedures	X		X	X	X
	Knowledge of the issues related to working with children who reside in areas of high socio-economic deprivation	X		X	X	X
	Recent and relevant CPD	X		X	X	X
	Counselling/mental health/behaviour improvement qualification		X	X	X	X
Experience	Proven record of raising standards and pupil achievement	X		X	X	X
	Experience of developing effective strategies to overcome barriers to learning	X		X	X	X
	Minimum 3 years' experience in a similar role in a school environment	X		X	X	X
	Experience of working with children or young people who are vulnerable or disaffected	X		X	X	X
	Experience of supporting the social, emotional and educational development of students	X		X	X	X
	Experience of dealing with difficult and challenging behaviour	X		X	X	X

	Experience of working with and preparing documentation for external agencies		X	X	X	X
Skills	Effective behaviour management skills	X		X	X	X
	Ability to build and maintain effective working relationships with pupils and parents/carers	X		X	X	X
	Ability to build and maintain effective working relationships with internal colleagues and external agencies	X		X	X	X
	Ability to communicate effectively with a wide range of stakeholders using a variety of media	X		X	X	X
	Ability to hold difficult conversations confidently and effectively	X		X	X	X
	Ability to prioritise workload effectively to meet deadlines and work under pressure	X		X	X	X
	Ability to use ICT equipment and software such as spreadsheets, databases and other packages effectively	X		X	X	X
	Ability to deal with sensitive and confidential pupil information in line with GDPR requirements	X		X	X	X
	Ability to build and maintain effective working relationships with pupils and parents/carers	X		X	X	X
	Ability to build and maintain effective working relationships with internal colleagues and external agencies	X		X	X	X