

JOB TITLE: Strategic Inclusion Lead

GRADE: Point 33 – 38 FTE TTO + 10

RESPONSIBLE TO: Executive Principal/Head of School

Purpose of the post:

- To be a strategic thinker who is able to support SLT, consider the bigger picture and bring about improvement through inclusive practice
- To be passionate about developing children as learners and understand how children with SEND and SEMH learn; with the ability to use effective interpersonal and communication skills and work positively with learners and colleagues.
- To support SLT in the evaluation and action planning for improvement in all aspects of SEND and SEMH.
- To inspire, challenge and motivate staff, lead staff development, and oversee the implementation of systems/policies and procedures which enable behaviour change and positive behaviour for learning
- To be committed, with the knowledge and skills, to the safeguarding of all children across the school
- Supporting young people and families in achieving the outcomes identified on their EHCPs, or gathering information in support of the graduated response/EHCP application process
- To be able to communicate effectively with all stakeholders including parents and organisations offering bespoke support to engage both in the classroom and across the wider school community

Key Areas:

- Support for pupils
- Support for the Teachers
- Support for the School
- Supporting Safeguarding
- Supporting Parents and Families

Duties and Responsibilities:

Support For Pupils:

1. Challenge and motivate pupils, promoting, and reinforcing self-esteem through specialist intervention.
2. Establish productive working relationships with pupils, acting as a role model and ensuring high expectations amongst all staff - promoting the inclusion and acceptance of all pupils within the classroom.
3. Support pupils consistently to interact and work co-operatively with others and engage all pupils in activities whilst recognising and responding to their individual needs.
4. Promote independence and employ strategies to recognise and reward achievement of self-reliance.
5. Provide feedback to pupils in relation to progress, achievement, behaviour, and attendance.
6. Provide pastoral support to pupils' and provide advice to assist in their social, and health development.
7. Collaborate with the SENDCo and other staff to determine provision for those in need of particular help.
8. Assist staff with the development and implementation of Individual Support plans.
9. Support the supervision of pupils during play/lunchtime and during transitions throughout school
10. Provide support to enable pupils to make choices about their own learning/behaviour/ attendance.

Support for the Teacher:

11. Work with all teachers and other staff in evaluating and adjusting provision for pupils, as appropriate.
12. Provide objective feedback to staff to build confident practice and aid whole school improvements.
13. Support teachers to promote and ensure health and safety, positive values, attitudes, and good pupil behaviour dealing promptly with conflict and incidents in line with the established relational policy.
14. Support teachers to increase pupils' access to learning using appropriate strategies, resources etc.
15. Support teachers to create and maintain positive, relational, and productive working environments, and in the development of Support Plans/provision to enable all pupils to thrive.
16. Support teachers to refer a child for specialist assessment and advice through close liaison with the SEND team and/or professional partners (Ed Psych/Occupational Therapist/SENIT/STARS/SALT). Support teachers in their implementation of advice to assist them in meeting a range of complex needs.
17. Liaise sensitively and effectively with parents/carers as agreed with the teacher within your role/responsibility and participate in feedback sessions/meetings with parents.
18. Develop and implement appropriate behaviour management strategies and monitoring of systems relating to attendance and integration.

19. Be responsible for maintaining and updating records, information and data as agreed with school leaders, contributing to reviews of systems/ records as requested and producing analysis and reports as required.
20. Provide admin support to SLT/SENCOs e.g., dealing with correspondence, compilation/ analysis/ reporting on attendance, exclusions, behaviour etc.

Safeguarding and Child Protection

The Strategic Inclusion Lead will be part of a team of designated leads on safeguarding and child protection and as part of a team they will ensure the safeguarding of all students within the academy by:

21. Investigating causes for concern raised by staff.
22. Communicating effectively with appropriate agencies with regard to individual safeguarding concerns.
23. Making referrals to appropriate agencies (e.g., social care) if appropriate.
24. Attending multi agency meetings regarding students on behalf of the school (e.g., EHP, CIN and Core group).
25. Ensuring that appropriate records are maintained for all areas of safeguarding and child protection
26. Maintaining and developing school systems and organisation regarding safeguarding and child protection in line with best available practice and legal requirements.
27. Attending training as directed in order to ensure up to date knowledge and skills.
28. Deliver support and advice on safeguarding and child protection for staff to ensure best practice and school systems are consistently applied.

Support for the Curriculum

29. Provide advice and guidance as required. Help pupils to access learning activities through specialist support, appropriate scaffolding/resources, and other strategies within the learning environment.
30. Implement agreed work programmes/practical lessons, where appropriate. Coordinate the work of the Learning Mentor and other teaching assistants to lead appropriate intervention (such as nurture and Thrive) and monitor the quality and impact of these programmes.
31. Be aware of and develop a range of activities, courses, organisations, and individuals to provide support for pupils to broaden and enrich their learning.

Support for the school

32. Develop and ensure compliance with policies and procedures relating to child protection, health, safeguarding, confidentiality, and data protection, reporting all concerns to an appropriate person.
33. Support difference and ensure all pupils have equal access to opportunities to learn and develop.
34. Contribute to the overall ethos/work/aims of the school.
35. Establish constructive relationships and communicate with agencies to support achievement and progress.
36. Attend, lead and participate in regular SLT meetings and briefings.
37. Participate in training and other learning activities and performance development as required.
38. Provide appropriate guidance and supervision and assist in the training and development of staff as appropriate, particularly with regard to behaviour management.
39. Undertake planned supervision of pupils on visits, trips and out of school activities as required.
40. Line management of other members of the support staff as appropriate.

Support for Parents & Families

41. Effective communication with parents, families, and other stakeholders to ensure an accurate understanding of school attendance and performance.
42. Ensure high quality communications celebrating improvement as well as addressing challenge.
43. Support families with parenting and decision making at home, and signpost any additional support required.
44. Work closely with the Strategic Safeguarding Lead and SEND team to develop an understanding of the support available to children and families through the local cluster and /or the local authority support services.

General

45. To undertake any other duties, commensurate within the grade, at the discretion of the Executive Principal/Head of School
46. Be familiar and comply with all relevant Health and Safety, Operational, Personnel, Child Protection,
47. To develop & promote high standards throughout the Academy.

Other

48. Ensure equality of opportunity is afforded to all persons both internal and external to the authority, actively seeking to eliminate any direct or indirect discriminatory practices/behaviour.

49. Deliver specialist behaviour training/support beyond own setting as directed by leadership.

EMPLOYEE SPECIFICATION

When filling in the application form, please demonstrate with clear, concise examples how you meet the requirements of the post. You will be assessed in relation to the *Essential and Desirable* criteria. Please bear in mind that you must possess the Essential Criteria on day 1 to be able to do the job. If there are large numbers of applicants for the post, then all of the criteria will be used for shortlisting. Under the Disability Discrimination Act, we recognise and welcome our responsibility to remove any barriers in our recruitment and selection process. We have tried to assess this in our Job Description and Employee Specification, however if you feel that there are barriers, please tell us in the application form. As part of the DDA we are committed to making reasonable adjustments, wherever possible and it would help us to know your needs in order to do this.

Post Title: Strategic Inclusion Lead	Directorate/School: Victoria Primary Academy Leeds
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Criteria No	Attributes	Criteria	How Identified	Rank
1	Relevant Experience	A minimum of 5 years relevant experience	Application form/Interview	Essential
		Experience of working with children of relevant age	Application form/Interview	Essential
		Experience of working with children and young people with special educational needs and/or social, emotional and mental health difficulties	Application form/Interview	Essential
		Experience of supporting children with strategies to enable them to settle to learn.	Application form/Interview	Essential
		Team Teach trained (or a willingness to undertake specialist training by commencing on a lower grade until fully developed in this area).	Application form/Interview	Essential
		Experience of training and leading a staff team	Application form/interview	Desirable
		Experience of using restorative practices.	Application form/Interview	Desirable
		Experience of counselling skills/mentoring skills	Application form/Interview	Desirable
2	Education and Training Attainments	GCSE English/Maths/ICT grade A to C	Application form/Interview	Essential
		Level 3 qualification	Application form/Interview	Essential
		Level 4 qualification	Application form/Interview	Desirable
		Specific training in interventions/SEND/SEMH	Application form/Interview	Desirable
		Commitment to all CPD offered	Application form/interview	Essential

3	General and Special Knowledge	<p>Effective use of ICT and other specialist equipment/resources for teaching and progress data</p> <p>Understanding of pupils with social, emotional, and mental health difficulties and SEN such as autism, ADHD, dyslexia, and attachment difficulties</p> <p>Knowledge of interventions such as phonics, reading interventions, behavioural, SEN</p> <p>Knowledge of reasons that effect behaviour</p> <p>Full working knowledge of relevant policies/codes of practice and awareness of relevant legislation</p>	<p>Application form/Interview</p> <p>Application form/Interview</p> <p>Application form/Interview</p> <p>Application form/Interview</p> <p>Application form/Interview</p>	<p>Essential</p> <p>Essential</p> <p>Desirable</p> <p>Essential</p> <p>Essential</p>
4	Skills and Abilities	<p>Ability to self-evaluate learning needs and actively seek learning opportunities for self-development</p> <p>Ability to relate well to children and adults.</p> <p>Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these</p> <p>To be able to personalise learning for pupils</p> <p>To develop strategies to support reluctant learners to engage and achieve</p> <p>To be able to use a range of strategies to support positive behaviour</p>	<p>Application form/Interview</p> <p>Application form/Interview</p> <p>Application form/Interview</p> <p>Application form/Interview</p> <p>Application form/Interview</p> <p>Application form/Interview</p>	<p>Essential</p> <p>Essential</p> <p>Essential</p> <p>Essential</p> <p>Essential</p> <p>Essential</p>
5		<p>Understanding of the range of multi-agency support</p> <p>Ability to communicate well in spoken and written English</p>	<p>Application form/Interview</p> <p>Application form/Interview</p>	<p>Essential</p> <p>Essential</p>
	Additional Factors	<p>This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment</p>	<p>Application form/Interview</p>	<p>Essential</p>