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| **JOB DESCRIPTION** |  | **ROYTON AND CROMPTON SCHOOL** |

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| **POST TITLE:** Inclusion Manager (SEND) | | Job Number 18 |
| **Grade :** Grade 7, NJC Points 33-38  (£29,323 - £33,437 pro rata) | **Term Time only**  **No. of hours:** Term Time Plus 10 days  **Permanent** | |
| **PURPOSE OF POST:**  Under the strategic direction of the Deputy Headteacher Inclusion/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 and aspiration for the students in the Inclusion Unit and those accessing the services in Inclusion. | | |
| **SUMMARY OF MAIN CORE DUTIES AND RESPONSIBILITIES:**  **KEY TASKS – Support for Pupils**  1. Set and evaluate pupils IEP targets and attainment/achievement.  2. Establish rapport and respectful, trusting relationships with pupils, acting as a role model and  setting high expectations  3. Encourage pupils to interact and to work co-operatively with others and to engage in activities let  by yourself and/or the teacher  4. Assess the needs of pupils and use specialist skills detailed knowledge to support pupils’ learning  5. Ensure pupils’ safety, welfare and personal hygiene. (Basic First aid to be included where  appropriate.)  6. Produce and implement IEPs, Individual Learning Plans and Individual Behaviour Plans.  7. To make recommendations and write submissions for pupils to go forward for Education, Care  and Health plans  8. To collect and collate relevant evidence for ECHP applications.  9. To complete ECHP applications for relevant pupils.  10. To be involved in ongoing review of pupils with Statement of Educational Need/ ECHPs  11. To be involved in ongoing monitoring and review of pupils as identified  12. Promote self-esteem and independence and employ strategies to recognise and reward  achievement of self-reliance.  13. Prove specific feedback in discussions with pupils on their progress and achievement, in line with  school policy, to parents/carers and other school staff.  14. Identify and adopt the most effective teaching approaches for pupils with SEN.  15. 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**  1. Monitor the effectiveness of teaching and learning activities to meet the needs of all pupils with  identified needs.  2. Monitor teaching and learning activities to meet the needs of pupils with SEND.  3. Within an established discipline policy anticipates and manages behaviour constructively,  promoting self-control and independence.  4. 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.  5. Within an agreed system of supervision, plan challenging teaching and learning objectives.  6. 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.  7. Deliver local and national learning strategies e.g. literacy, numeracy, effectively utilising all  alternative opportunities to support extended development of pupils’ skills.  8. Monitor and evaluate pupil responses to learning activities through a range of assessment and  monitoring strategies against pre-determined learning objectives.  9. Provide objective and accurate feedback and reports as required on pupil achievement, progress  and other matters, ensuring availability of appropriate evidence.  10. Undertake routine marking of pupil’s work and accurately record achievement/progress using an  explicit mark scheme that does not require interpretation.  11. Systematically record pupils’ progress and achievement in lessons, and other activities providing  evidence of range and level of progress and achievement.  12. Make effective use of ICT in learning activities and develop pupils’ competence and independence  in its use.  13. Organise and manage an appropriate learning environment and resources.  14. Select and prepare resources necessary to lead/support learning activities, taking account of  pupils’ interests, language and cultural backgrounds.  15. Advise on appropriate deployment and use of specialist aid, resources and equipment  16. Administer and assess / mark tests and invigilate tests / examinations as required  17. Assist with the display of children’s work as required.  18. Undertake administrative support as specified.  **KEY TASKS – Support for the School**  1. Map provision for pupils and take a lead in deploying staff to meet identified needs.  2. Update the Headteacher and Governing Body on the effectiveness of provision for pupils with  SEND.  3. 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.  4. Contribute to the overall work and ethos of the school.  5. Establish constructive relationships and communicate with other agencies/professionals, in  liaison with the teacher, to support the achievement and progress of pupils’.  6. 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.  7. Take the initiative as appropriate to develop appropriate multi-agency approaches to supporting  pupils.  8. Attend and participate in meetings as required.  9. Improve one’s own practice through training, observation, evaluation and discussion with  colleagues.  10. Organise and deliver out-of –school learning activities within the guidelines established by the  school/LA.  11. Contribute to the identification and execution of appropriate out of school learning activities, which  consolidate and extend the school activities.  12. Provide cover for classes during short term absence of teachers within the agreed system of  supervision.  13. Hold regular meetings with governors linked to the area of responsibility.  **KEY TASKS – Line Management**  14. To lead and manage the HLTAs and Teaching Assistants in all aspects of the SEND agenda.  15. 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.  16. Represents the needs or views of HLTA’s and teaching assistants at leadership and other  appropriate meetings.  17. Take part in the recruitment, induction, performance management, training and monitoring of  Teaching Assistants.  18. Liaise and foster positive relationships with all partners in the Inclusion Team. | | |
| **Contacts**   * Governing Body, Senior and Middle Leaders, Teachers, support staff and other staff at the school. * Students and parents / carers. * Visitors and enquirers. * LA officers and representatives from partner organisations. * Outside agencies. | | |
| **Relationship to other posts within the school**  **Responsible for:**  HLTA’s and Teaching Assistants within the Inclusion Area  **Line managed by and responsible to:** Deputy Headteacher with Pastoral responsibility.  **Liaising with:** All members of SLT, relevant support staff, SENCo (SLT), LA representatives, external agencies and parents. | | |
| **EXPERIENCE, EDUCATION, SPECIAL**  **QUALIFICATIONS AND TRAINING REQUIREMENTS**   * See Person Specification | | |
| **SPECIAL CONDITIONS**   * Enhanced DBS check. | | |
| **CONTROL OF RESOURCES (HUMAN, FINANCIAL, MATERIAL)**  All resources applicable/integral to the post. | | |
| This job description may be reviewed at the end of each academic year or earlier if necessary. In addition, it may be amended at any time in consultation with the postholder. The postholder will be expected to participate in the School’s appraisal programme for support staff and to participate in appropriate staff training and development activities. | | |
| **HEALTH AND SAFETY**  The person appointed must at all times work within the requirement of the Health and Safety at Work Act 1974, current Health and Safety legislation and the School’s and LEA’s policies and procedures. | | |

2017/JD/InclusionManager/LH

PERSON SPECIFICATION

Job Title: Inclusion Manager

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|  | **Selection Criteria**  **Essential** | **Selection Criteria**  **Desirable** | **How Assessed** |
| **Education & Qualifications** | Awarded Higher Level Teaching Assisting status  Training in relevant learning strategies e.g. literacy/Key Stage 3  Specialist skills/training in a curriculum or learning area bi-lingual, sign language, ICT, Special Needs, Foreign Language, music, behaviour management | Basic First Aid Certificate | AF / I  AF / I  AF / I |
| **Experience** | Experience of preparing and delivering resources (age and ability appropriate) to engage with pupils and contribute to their learning objectives  Experience of effectively using ICT to support learning  Experience of developing and implementing Individual Education Plans and Behaviour Plans  Experience of evaluating and preparing feedback on pupils’ academic achievements and progress, effort and social development, to contribute to the overall feedback produced by the class/subject teacher  Experience of working with pupils with different abilities, and adapting own approach and learning resources in accordance with pupil’s needs and identified learning styles  Experience of working in a school environment  Experience as an HLTA | Experience of working within a Secondary School | AF / I  AF / I  AF / I  AF / I  AF / I  AF / I  AF / I |
| **Skills & Abilities** | Interpersonal skills to build and maintain successful relationships with pupils, treat them consistently with respect & consideration and demonstrate interest in their development as learners  Communication skills to liaise sensitively with parents and carers, fostering their interests in their child’s development and activities of the school  To work with children at all levels regardless of specific individual need and to identify learning styles as appropriate  To adapt your own approach in accordance with pupil needs  Ability to work sensitively and effectively with parents, pupils, staff and outside agencies  To demonstrate and promote the positive value, attitudes and behaviour you expect from pupils with whom you work  Creative skills to prepare and design learning activities which relate to the National Curriculum, engage and stimulate pupils and are appropriate to the abilities of the pupils which may vary across the class  Effective use of ICT to support learning  Understanding of inclusion and how it applied in a school setting  To work collaboratively with colleagues and to carry out your role effectively knowing when to seek help and advice  Effective organisational skills to work under pressure to complete tasks to potentially conflicting deadlines  To constantly improve own practice/knowledge through self-evaluation ad learning from others  Ability to organise, lead and motivate a team  Ability to manage performance of a team and to identify training needs  Ability to deal with a range of different pupil behaviours  Positive attitude to use of authority and maintaining discipline.  Ability to promote a positive ethos. |  | AF / I  AF / I  AF / I  AF / I  AF / I  AF / I  AF / I  AF / I  AF / I  AF / I  AF / I  AF / I  AF / I  AF / I  AF / I  AF / I  AF / I |
| **Knowledge** | Full working knowledge of relevant policies/codes of practice/legislation (define) and the responsibilities of the role within these for promoting pupils’ welfare  Advanced understanding and good working knowledge of the National Curriculum and other learning programmes  In-depth understanding of child development, learning styles and cognitive processes, gained form working with children of a relevant age in a learning environment  Knowledge of the range of appropriate resources available at KS3 and KS4 to support learning programmes and engage pupils’ enthusiasm in a variety of educational and social topics  Understanding of equal opportunities and inclusion, and how they apply in a school setting | Knowledge of a Community language, e.g. British Sign Language, Urdu or Polish | AF / I  AF / I  AF / I  AF / I  AF / I |
| **Work circumstances** | To work occasionally out of hours work to support school functions  To work flexibly as the workload demands |  | I  I |

*Abbreviations:* AF = Application Form; I = Interview.

**N.B. – Any candidate with a disability who meets the**

**essential criteria will be guaranteed an interview**