



PASSMORES COOPERATIVE LEARNING COMMUNITY

Job Description

Position: Director of Primary Inclusion

Line Manager: Emma Bloomfield – PCLC Primary Executive Headteacher

Location: PCLC Primaries

Performance Management Reviewer: Emma Bloomfield

Main Purpose

- Work with the Executive Headteacher to determine the strategic development of
- special education needs (SEND) and Inclusion policy across the Trust
- Be responsible for day-to-day operation of the SEN and Inclusion policy and co-ordination of specific provision to support individual pupils with SEN or a disability in named schools.
- Provide professional guidance, support and mentoring to colleagues, working closely with our SENCO's / Inclusion Managers / Assistant SENCOs
- Work closely with staff across the trust, parents, and other agencies.
- Ensure all meets all statutory deadlines relating to paperwork required by the Local Authority.
- Support the SENCO with evidence for statutory assessment as required.
- Work with schools to oversee the implementation of Trust led policy and practice in settings.

The Inclusion leader will also be expected to fulfil the professional responsibilities for a teacher, as set out in the School Teacher's Pay and Conditions document.

Duties and Responsibilities

- To work alongside the Trust Headteachers and Trust SLT in evaluating school effectiveness
- To keep abreast of both local and national developments in relation to the primary and secondary curriculum and assessment
- To work with colleagues across the trust to ensure consistency of transition
- To support and promote the aims and ethos of the Trust
- Be aware that each child has a right to equal opportunities and equal access to the curriculum
- Be committed to raising standards of achievement
- Maintain high expectations and insist the children always produce their best - to reach their full potential
- Work collaboratively with colleagues, setting high professional standards
- Take an active part in the life of the Trust.

Working as the Trust Inclusion Lead

- To review the implementation of the SEND policy and Code of Practice
- To monitor and evaluate the impact of intervention strategies across the Trust
- To oversee all administration and communication processes relating to SEND provision and ensure they are conducted in a timely manner
- To ensure all annual reviews and ISPs are undertaken in line with statutory requirements

Strategic Development of SEND Policy and Provision

- Have a strategic overview of provision for pupils across the school, with SEND or a disability monitoring and review the quality of provision
- Ensure the SEND policy is put into practice across Trust schools
- Maintain an up-to-date knowledge of national and local initiatives which may affect the Trust's policy and practice
- Evaluate whether funding is being used effectively and where necessary propose changes to make use of funding more effective.

Operation of the SEND Policy and Co-ordination of Provision

- Ensure schools maintain an accurate SEND register and provision maps
- Provide guidance to colleagues on teaching pupils with SEN or a disability and advise on the graduated approach to SEND support
- Work effectively and promote effective relationships with early years providers, other schools, educational psychologists, health and social care professionals, and other external agencies
- Be a key point of contact for external agencies, and in particular the Local Authority.
- Analyse and interpret schools and Trust assessment data for pupils with SEND or a disability

Line Management

- In the event of need being identified due to absence, difficulties in recruitment or to drive improvement, the postholder will lead SEND provision at a specified school site at the direction of the Director of Education.

Support for Pupils with SEND or a Disability

- Identify a pupil's SEND
- Support the schools in co-ordinating provision that meets pupil's needs and monitor its effectiveness
- Secure relevant services for SEND pupils
- Ensure records are maintained and kept up-to-date
- Communicate regularly with parents or carers
- Ensure that if the pupil transfers to another school, all relevant information is conveyed and support a smooth transition for the pupil
- Promote the pupil's inclusion in the school community and access to the curriculum, facilities, and extra-curricular activities
- Work with the designated teacher for looked-after-children, where a looked-after pupil has SEN or a disability.

Leadership and Management

- Work as part of the Executive Team with the Director of Education, Headteachers and Trust central teams to ensure the school meets its responsibilities under the Equality Act 2010 in terms of reasonable adjustments and access arrangements
- Prepare and review information the Trust is required to publish
- Work with the Headteachers and the executive leadership team, motivate, support, challenge and develop all staff to secure a continual improvement; including her/his own continuing professional development
- Lead groups of staff in developmental activities, delegate appropriately and evaluate outcomes

- Promote an ethos and culture that supports the Trust's SEND policy and promotes good outcomes for pupils with SEND

Strategic Direction and Development of Schools

- Ensure that the Trust's ethos and vision is clearly articulated, understood, and acted upon effectively by all members of the Trust community
- Implement the vision and values of the Trust in everyday work and practice
- Motivate and challenge learners in an engaging and secure environment
- Be willing to innovate, take on new challenges and be a leader in the field of education.

Teaching and Learning

- Work with the Headteachers and Director of Education to secure and sustain high expectations and outstanding practice in teaching and learning throughout the school
- Monitor and evaluate the quality of teaching and standards of pupils' achievement, use benchmarks and set targets for improvement
- Support staff to develop classroom environments and teaching practice which secures effective learning across the breadth of the national curriculum and provides a professional model clearly demonstrating effective teaching, classroom organisation and display and high standards of achievement, behaviour and discipline
- Take on any additional responsibilities which might from time to time be determined and directed by the executive leadership team.

Whole School

- To participate in the performance and development review process, taking personal responsibility for identification of learning, development, and training opportunities in discussion with line manager.
- To comply with individual responsibilities in accordance with the role for health & safety in the workplace.
- To ensure that all duties and services provided are in accordance with the academy's Equal Opportunities Policy.
- The Governing Body is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment.

Well-Being and Mental Health

As a member of staff at PCLC, we take responsibility for looking after our own mental health and wellbeing and that of other adults and children by:

- Supporting and adopting evidence-based practice from credible organizations (e.g. Mind), which have been proven to improve and sustain positive mental health and wellbeing for children and adults.
- Developing knowledge and awareness of how children's mental health can impact on their wellbeing and development.
- Managing our own health and wellbeing, by adopting good health behaviours (for example in relation to diet, exercise, alcohol consumption and smoking).
- Informing a line manager or mental health first aid team member if concerned about the mental health or wellbeing of ourselves or of others.
- Tackling and challenging any stigma regarding mental health and offering support, kindness and understanding to others in need.

In addition to the above areas, the postholder is responsible for the following actions:

Liaising with line manager, relevant support staff, subject staff, pastoral staff, LA staff, parents/carers and outside agencies, as and when required.

Health and Safety

1. To assist with the carrying out of risk assessments.
2. To ensure that Health and Safety policies and procedures are followed.

Other specific duties

1. To play an active part in the life of the school community

The job description is current at the date shown, but, in consultation with you, may be changed by a co-principal to reflect or anticipate changes in the job commensurate with the grade and the job title.

Vic Goddard

CEO

May 2024

Person Specification

QUALIFICATIONS AND EXPERIENCE

	ESSENTIAL	DESIRABLE
1. Qualified Teacher Status	✓	
2. National Award for SEN Co-ordination,	✓	
3. Own teaching is of a very high standard	✓	
4. Experience of successfully teaching pupils with a range of educational needs	✓	
5. Experience of a Leadership role	✓	
6. Cross phase experience (Primary/Secondary)		✓

STRATEGIC DIRECTION AND DEVELOPMENT OF THE SCHOOL

7. The ability to work constructively in partnership with all stakeholders, establishing positive and effective collaborations with parents, governors, other schools, external agencies, and the local community	✓	
8. Experience of working in partnership with the Local Authority and/or multi-agency staff	✓	
9. The commitment to develop a positive, diverse, and inclusive school ethos which values each individual and challenges any form of discrimination	✓	
10. Experience of school self-evaluation and improvement planning in order to secure effective teaching and learning and raise standards	✓	
11. Knowledge of recent educational developments, initiatives, and legislation, and how they may impact on the school	✓	

SKILLS AND KNOWLEDGE

12. Sound knowledge of the SEND Code of Practice	✓	
13. Understanding of what makes 'quality first' teaching, and of effective intervention strategies	✓	
14. Ability to plan and evaluate interventions	✓	
15. Excellent data analysis skills and the ability to use data to inform provision planning	✓	
16. Ability to build effective working relationships with colleagues, parent/carers, and external agencies	✓	
17. Good record-keeping skills	✓	

LEADERSHIP AND MANAGEMENT

18. Proven experience as a middle/senior manager within a school, leading, motivating and managing staff effectively and working well as a team member	✓	
19. Proven ability to self-motivate, use initiative, and lead pro actively	✓	
20. Excellent inter-personal skills, showing proven ability to build and maintain strong relationships with others, based on good communication, honesty, integrity, equity, transparency, and mutual respect	✓	
21. Good organisational skills and the ability to have a flexible and adaptable approach, including the ability to prioritise to meet deadlines	✓	

- 22. Possess excellent listening, written and oral communication skills, with the ability to chair meetings, make presentations and to communicate effectively with pupils, parents, governors, and staff ✓
- 23. The ability to identify, organise and ensure effective delivery of continuing professional development (CPD) across the Primary phase ✓
- 24. Experience of conducting training/leading INSET ✓

OTHER

- Commitment to getting the best outcomes for pupils and promoting the ethos and values of the Trust ✓
- Commitment to equal opportunities and securing good outcomes for pupils with SEN or a disability ✓
- Commitment to always maintaining confidentiality ✓
- Commitment to safeguarding and equality ✓
- Friendly, personable, good communication skills ✓

This job description may be amended at any time in consultation with