

## **JOB DESCRIPTION**

**POST:** Inclusion Lead (Behaviour and Interventions)  
**WORKING HOURS:** 32.5 hours per week, 39 weeks (term time only plus Inset Days)  
**GRADE:** Grade 8 pts 26-30  
**LOCATION:** Belmont School  
**RESPONSIBLE TO:** Inclusion Assistant Headteacher

### **RESPONSIBLE FOR:**

Assisting the Senior Leadership team in coordinating and supporting inclusion throughout the school through interventions, pastoral support, and leading behaviour.

### **JOB PURPOSE**

The postholder will:

- Support the Assistant Headteacher in coordinating an inclusive pastoral support package for all children within Belmont.
- Lead a team of inclusion mentors who can offer pastoral support and interventions to support holistic progress and encourage access to learning.
- Work closely with Middle and Senior Leaders to support the CPD of Belmont staff regarding inclusion interventions and Thrive.
- Lead on behaviour across the school by modelling, promoting and embedding consistent, positive and therapeutic behaviour approaches, ensuring that staff are confident and equipped to maintain high expectations and supportive relationships with pupils.
- Lead a team of at least five intervention mentors, demonstrating strong leadership experience.

### **MAIN DUTIES AND RESPONSIBILITIES**

- Co-ordinate and line manage a team of at least five inclusion mentors, managing timetables and intervention offers across the school.
- Develop, coach and support the progression of the intervention team.
- Lead behaviour across the school, ensuring consistent relational and therapeutic approaches are embedded and modelled.
- Provide training and coaching to staff on behaviour strategies and de-escalation.
- Run regular inclusion team meetings and communicate outcomes to Middle and Senior Leaders.
- Have a strategic overview of whole school Thrive and class and pupil action plans.
- Analyse behaviour and Thrive data to inform the planning, implementation, and review of targeted interventions.
- Analyse EHCA data to support the development of clear, measurable outcomes within EHCP plans.
- Monitor and report on the progress of pupils eligible for Pupil Premium funding and contribute detailed analysis to the annual whole-school Pupil Premium report.
- Communicate and feedback to the wider community on intervention programmes.
- Link effectively with parents and wider professionals, attending multi-professional meetings.

- Manage and update the intervention tracking tool and provide staff training.
- Contribute meaningfully to middle leadership and whole-school development.
- Report and communicate effectively to the Assistant Headteacher for inclusion.
- Support outreach sessions as required.
- Plan and teach lessons, cover duties and provide operational support as needed.
- Act as a Team Teach leader/expert, supporting staff training requirements.
- Support EHCP processes and meetings.
- Create Positive Handling Plans, protocols and risk assessments to support management of behaviour across the school.

## **GENERAL DUTIES**

- maintain confidentiality and discretion regarding sensitive information and to ensure that complex queries or issues are conveyed accurately to senior members of staff
- represent the school at all times in a professional, positive and helpful way
- be conversant with relevant IT and software, and keep up to date with developments in IT
- participate in the school's appraisal programme
- undertake training where this is appropriate
- contribute pro-actively to meetings and discussions as required, and to participate in the whole school team
- be compliant with GDPR

## **SUPERVISORY RESPONSIBILITY**

Inclusion Mentors

## **SUPERVISION RECEIVED**

Inclusion Assistant Headteacher/SLT

## **PRINCIPAL CONTACTS**

Pupils, Parents, Teachers, Learning Partners, Senior Learning Partners, Middle Leaders, Senior Leadership Team, Headteacher and other professional groups

## **SPECIAL CONDITIONS**

- the post-holder will be expected to take leave entitlement when school is not in session
- occasionally the post-holder may be required to cover at other schools within the MAT, in which case they will be reimbursed for mileage according to MAT guidance.

## **EQUAL OPPORTUNITIES**

The postholder is required to assist in the implementation of SAND Academies Trust Equal Opportunity objectives and the school's Equal Opportunities Policy.

The job description allocates duties and responsibilities. It does not direct the amount of time to be spent in carrying them out and no part of it may be so construed.

The job description is not necessarily a comprehensive definition of the post, and the postholder may be required to undertake other tasks appropriate to the level of appointment as their line manager may require. It may be reviewed annually or earlier if necessary and it may be subject to modification or amendment after consultation with the post holder. The postholder is expected to have professional regard for the ethos, policies and practices of the School & Trust and to maintain high standards as outlined in the Code of Conduct.

## PERSONAL SPECIFICATION

Inclusion Lead (Behaviour and Interventions)

Criteria	Essential	Desirable
Qualifications & experience	<ul style="list-style-type: none"> <li>Recent substantial and successful experience within the special education sector.</li> <li>Experience of managing and successfully leading a team</li> <li>Clear understanding of the needs of pupils with a wide range of SEND.</li> <li>Experience of running and evaluating/analysing intervention and inclusion programmes.</li> <li>Leadership experience in behaviour or inclusion roles.</li> <li>Level 3 or above qualification in a relevant field</li> </ul>	<ul style="list-style-type: none"> <li>Safeguarding Level 3</li> <li>Thrive Practitioner</li> <li>Team Teach Qualification</li> <li>People Moving &amp; Handling</li> <li>Counselling, active listening or equivalent qualification</li> </ul>
Abilities, Knowledge & Skills	<ul style="list-style-type: none"> <li>Strong understanding of inclusive education and intervention practice.</li> <li>High-level organisational skills and capacity to manage change.</li> <li>Ability to motivate, lead and develop staff teams.</li> <li>Ability to promote strong relationships, behaviour standards, and positive learning environments.</li> <li>Ability to contribute strategically to behavioural approaches and inclusion development.</li> <li>Up-to-date knowledge of educational developments and legislation.</li> <li>Ability to promote effective partnerships with parents, agencies and the community.</li> <li>Ability to analyse behaviour and intervention data to inform strategic planning.</li> <li>Ability to model behaviour strategies and coach staff in de-escalation.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate up-to-date knowledge and awareness of organisations and agencies that support families</li> </ul>

	<ul style="list-style-type: none"> <li>Ability to deliver relevant training to support interventions, in class or for small groups/individuals.</li> </ul>	
Special conditions	<ul style="list-style-type: none"> <li>the postholder will be expected to support, and work, at other schools within the Trust</li> <li>holidays are expected to be taken outside of term time.</li> </ul>	<ul style="list-style-type: none"> <li>Full, clean driving licence with business miles cover</li> </ul>