

Job Description and Person Specification

Role	Inclusion Leader
Grade and Range:	Leadership Scale (L1-3)
Department:	Teaching
Location:	School Based
Accountable to:	Headteacher

Position Overview

The role of an Inclusion Leader is to lead in the classroom and ensure that every day counts for every child. It is to be unwavering in the drive to deliver an excellent education for all, while fostering and embedding an inclusive culture throughout the school. It is to guarantee that inclusive practices meet the needs of every pupil, and to model this consistently in your own teaching.

The role also involves developing and implementing effective systems and processes in line with partnership best practice, providing training and support for staff, and working closely with parents, pupils, and external agencies. You will be expected to fulfil the professional responsibilities of a teacher as outlined in the School Teachers' Pay and Conditions Document, and to meet the expectations set out in the Teachers' Standards.

As part of the Leadership Team, the role of Inclusion Leader is to support the Head Teacher in managing and developing all strands of inclusion across the school. This includes strategic leadership of behaviour, attendance, and pupil premium, alongside carrying out the full responsibilities of a SENCO.

Main Purpose

The Inclusion Leader will support the headteacher and deputy headteacher in:

- Communicating the school's vision compellingly and supporting the headteacher's strategic leadership of inclusion
- Promote an ethos and culture that supports the school's inclusion policies and promotes strong outcomes for all children with SEND
- The day-to-day management of the school; including the responsibilities of a Designated Safeguarding Lead
- Formulating the aims and objectives of the school
- Establishing inclusion policies for achieving these aims and objectives
- Managing staff and resources to that end
- Monitoring progress towards meeting the school's aims and objectives

The Inclusion Leader will have a teaching commitment within their role, ensuring they meet the Teachers' Standards and consistently model best practice for others.

They may also be required to undertake any of the duties delegated by the headteacher.

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Qualities

The Inclusion Leader will:

- Uphold public trust in school leadership and maintain high standards of ethics, behaviour and professional conduct
- Be a role model for leadership behaviours
- Build positive and respectful relationships across the school community
- Serve in the best interests of the school's children

Duties and responsibilities

Special educational needs and disabilities (SEND) and inclusion

Under the direction of the headteacher or deputy headteacher, the Inclusion Leader will:

- Have a strategic overview of provision of the different strands of inclusion, including children with SEND across the school, line managing inclusion staff, monitoring and reviewing the quality of provision.
- Promote a culture and practices that allow all children to access the curriculum
- Have ambitious expectations for all children with SEN and disabilities
- Make sure the school works effectively with parents, carers and professionals to identify additional needs, and provide support and adaptation where appropriate
- Make sure the school fulfils statutory duties regarding the [SEND Code of Practice](#).
- Ensure SEN policy and procedures are put into practice and objectives are reflected in the school improvement plan (SIP)
- Maintain up-to-date knowledge of local, regional, and national initiatives and adapt school policy and practice where appropriate, including the provision of the local offer
- Evaluate whether funding is being used effectively, and implement changes to maximise impact, including the development of innovative enhanced and specialist provision for children
- Take a strategic lead of the inclusion review processes, developing systems and processes for effective communication and partnership working with external agencies and advisory services, acting as a key point of contact, including securing relevant services for children, including EHCPs

School culture, attendance, and behaviour

Under the direction of the headteacher or deputy headteacher, the Inclusion Leader will:

- Uphold educational standards to prepare children from all backgrounds for their next phase of education and life
- Ensure a culture of staff professionalism
- Development of a behaviour and attendance strategy that includes appropriate policies and relational approaches

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- Encourage high standards of positive behaviour from children, built on a relational approach, rules and routines that are understood by staff and children and clearly demonstrated by all adults in school
- Use consistent and fair approaches to managing behaviour, in line with the school's behaviour policy
- Encourage high levels of pupil attendance and help to uphold a school culture of safety, enjoyment, and engagement with learning to support attendance

Teaching, curriculum, and assessment

Under the direction of the headteacher or deputy headteacher, the Inclusion Leader will:

- Establish and sustain high-quality teaching across subjects and phases, which includes effective adaptations in line with the universal, targeted and specialist approaches, based on evidence and research
- Demonstrate secure subject, curriculum, and inclusion knowledge
- Ensure the teaching of a broad, structured, and coherent curriculum that is both accessible and challenging to all children
- Establish curriculum leadership, including subject leaders with relevant expertise and access to professional networks and communities
- Use valid, reliable, and proportionate approaches to assessing children's knowledge and understanding of the curriculum
- Maintain and oversight of the teaching, learning, and outcomes for children with complex SEND

Organisational management and school improvement

Under the direction of the headteacher or deputy headteacher, the Inclusion Leader will:

- Establish and oversee systems, processes and policies so the school can operate effectively and efficiently
- Ensure staff and children's safety and welfare through effective approaches to safeguarding, as part of duty of care
- Ensure rigorous approaches to identifying, managing and mitigating risk
- Ensure effective use of budgets and resources
- Identify problems and barriers to school effectiveness, and develop strategies for school improvement that are realistic, timely and suited to the school's context
- Make sure school improvement strategies around inclusion are effectively implemented contributing to the school self-evaluation and leading on school improvement priorities
- Contribute to ensuring all policies have regard to the Equality Duty and local and national legislation

Staff management and professional development

Under the direction of the headteacher or deputy headteacher, the Inclusion Leader will:

- Lead on performance management for inclusion team, including carrying out appraisals and holding staff to account for their performance
- Manage staff well, with due attention to workload
- Ensure staff have access to appropriate, high-standard professional development opportunities
- Keep up to date with developments in education
- Seek training and continuing professional development to meet their own needs
- Lead training around strands of inclusion for staff across school

Governance, accountability and working in partnership

Under the direction of the headteacher or deputy headteacher, the Inclusion Leader will:

- Work with the governing board as appropriate
- Make sure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties
- Work successfully with other schools and organisations
- Maintain working relationships with fellow professionals and colleagues to improve educational outcomes for all children

Assessment

The Inclusion Leader will:

- Contribute to the whole-school assessment strategy, ensuring it's rigorous, well-evidenced and is easy to communicate to children and parents/carers
- Track and analyse pupil performance data, paying particular attention to disadvantaged groups
- Carrying out analysis and producing impact reports for attendance, behaviour, SEND and pupil premium
- Plan and implement interventions for those children who aren't progressing
- Provide training and support for teachers and support staff on administering the assessment system effectively

Pastoral

The Inclusion Leader will:

- Oversee whole-school systems for pupil wellbeing
- Analyse pupil voice surveys to ensure they feel happy and safe in school, championing the importance of pupil voice to other members of the senior leadership team (SLT)
- Contribute to staff training and support so they can play a part in enhancing children's personal development

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- Promote and evaluate the effectiveness of the school's behaviour policy and strategies
- Monitor pupil attendance and ensure it is continuously improving
- Analyse whole-school data on attendance, behaviour, suspensions and/or exclusions, SEND, and wellbeing to inform future improvement strategies

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the Inclusion Leader will carry out. There may be requirements to complete other duties appropriate to the level of the role as directed by the headteacher or deputy headteacher

Person specification

CRITERIA	QUALITIES
Qualifications and training	<ul style="list-style-type: none">• Qualified teacher status• Degree• Professional development in preparation for a leadership role• National Award for SEN Coordination
Experience	<ul style="list-style-type: none">• Successful previous teaching experience• Experience of working at a whole school level• Successful previous SENDCO experience• Line-management experience• Demonstrable experience of successful line management and staff development
Behaviours	<ul style="list-style-type: none">• Excellent communicator• Professional and approachable• Ability to problem solve as part of a team or working alone• Solution focused and proactive when faced with challenges• Confident on following through on tasks and resolving enquiries• Reflective practice• Positive 'can do' attitude with the ability to influence others• Demonstrates resilience• Can work collaboratively with others developing positive working relationships• Demonstrates resilience

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Skills and knowledge	<ul style="list-style-type: none">• Effective verbal communication and interpersonal skills• Excellent written communication skills• Sound knowledge of the SEN Code of Practice• Understanding of high-quality teaching, and the ability to model this for others and support others to improve• Secure understanding of effective interventions• Knowledge of the National Curriculum and Early Years Framework• Knowledge of effective teaching and learning strategies• Knowledge of effective behaviour and classroom management strategies• Ability to adapt teaching and the environment to meet the needs of all children• Ability to lead, influence and negotiate• Excellent planning and organisational skills• Strong record keeping skills• High degree of attention to detail• Effective ICT skills, particularly ICT to support learning for all children• Experience of using school IT systems, e.g. Arbor and CPOMs to input and analyse data• Ability to chair meetings, maintaining a focus on agenda items, and summarising actions holding others to account
Personal qualities	<ul style="list-style-type: none">• Demonstrate an understanding of the Flying High Partnership vision and values and how they will/do align themselves• A commitment to getting the best outcomes for all children and promoting the ethos and values of the school• Ability to work under pressure and prioritise effectively to meet deadlines• Commitment to own continued professional learning• Commitment to always maintaining confidentiality• Commitment to safeguarding and equality, ensuring that personal beliefs are not expressed in ways that exploit the position

Line manager's signature: _____

Date: _____

Postholder's signature: _____

Date: _____