



## Job Description

### **Inclusion Coordinator (INCO)**

**Pay Scale:** MPS/UPS + SEN Allowance

### **Main Purpose of the Role**

The Inclusion Coordinator (INCO) at Clipstone Brook Lower School plays a pivotal role in leading and managing the school's inclusive provision for pupils aged 3 to 9 years. In a lower school with relatively high SEND needs, and a diverse range of vulnerable pupils, the INCO drives the strategic development and delivery of effective support to ensure all pupils can access a broad, balanced, and ambitious curriculum.

Aligned with the school's vision and values, the INCO champions an inclusive culture where every child feels safe, valued, and supported to achieve their full potential regardless of background or additional needs. The role acts as a vital link between teaching staff, families, and external agencies to remove barriers to learning and promote wellbeing, resilience, and positive behaviour.

### **Key Responsibilities and Duties**

#### **SEND Coordination and Management**

- Lead the identification, assessment, and monitoring of pupils with SEND across EYFS and KS1 and lower KS2, ensuring timely and accurate early identification of needs.
- Manage all aspects of EHCPs, including coordination of statutory reviews, liaising with local authorities, and ensuring provision meets individual needs.
- Facilitate specialist referrals and multi-agency collaboration to secure appropriate support services.

#### **Support for Vulnerable Groups**

- Track and monitor the progress and attendance of pupils from all vulnerable groups including for example: Pupil Premium Grant (PPG), Children who are Looked After (CLA), Previously Looked After Children (PLAC), English as an Additional Language (EAL), and Gypsy, Roma, Traveller (GRT) pupils.
- Develop and implement strategies to remove barriers to learning and participation for all vulnerable pupils.

#### **Well-being and Mental Health**

- Design and deliver nurture-based interventions that support pupils' social, emotional, and mental health needs.



- Provide guidance and resources to staff to promote mental health awareness and trauma-informed approaches.

### **Behaviour Management**

- Develop and implement trauma-informed behaviour strategies and individual support plans that promote positive behaviour and emotional regulation.
- Work collaboratively with staff and families of vulnerable groups to support consistent behaviour management that reflects the school's values.

### **Liaison and Communication**

- Act as the key point of contact for families and external agencies, ensuring effective communication and partnership working to support pupils' inclusion and progress.
- Support staff with advice, training, and resources to embed inclusive practices across the curriculum and wider school life.

### **Strategic Leadership**

- Contribute to whole-school development plans by embedding inclusive practises that reflect the school's vision and values.
- Monitor and evaluate the impact of inclusion provision, using data to inform ongoing improvements and interventions.
- Support attendance improvement initiatives for pupils with SEND and vulnerable groups.

### **Skills and Competencies**

- In-depth knowledge of SEND legislation and best practice relevant to early years and primary phases, particularly managing EHCPs and statutory processes.
- Strong leadership and organisational skills to coordinate multi-agency support and manage complex caseloads effectively.
- Excellent communication and interpersonal skills to build trusting relationships with pupils, families, staff, and external professionals.
- Ability to analyse and use data to track pupil progress and tailor interventions accordingly.
- Competence in developing and delivering training to staff on inclusion, SEND, mental health, and behaviour strategies.
- Empathy, patience, and resilience to support vulnerable pupils and families with sensitivity and positivity.
- Knowledge of trauma-informed practice and nurture principles to underpin wellbeing and behaviour support.
- All pupils, regardless of background or need, access the full curriculum and school life.
- You will be expected to hold the SENDCO qualification, be undertaking it, or be prepared to embark on it within the next three years.



## Professional Development

The Inclusion Coordinator role at Clipstone Brook Lower School offers rich opportunities for professional growth, including:

- Access to ongoing training in SEND leadership, mental health, trauma-informed practice, and multi-agency working.
- Participation in regional SEND and inclusion networks to share best practice and stay current with legislation and research.
- Opportunities to lead whole-school initiatives that enhance the inclusive culture and impact pupil outcomes positively.
- Support for accredited qualifications related to SEND coordination or leadership development.

Continuous professional learning is integral to the role, reflecting the school's commitment to excellence and the development of all staff in line with its vision and values.

## Safeguarding

Safeguarding and promoting the welfare of pupils is a paramount responsibility of the Inclusion Coordinator. This role requires:

- Maintaining up-to-date knowledge of safeguarding policies and procedures in line with statutory guidance and school protocols.
- Acting promptly and effectively on any safeguarding concerns related to pupils with SEND or vulnerable groups.
- Ensuring all interventions and support plans prioritise pupil safety and emotional well-being.
- Collaborating with the Designated Safeguarding Lead (DSL) and external agencies to support child protection processes.
- Promoting a safe, inclusive, and nurturing environment where pupils feel secure and their voices are heard.

The Inclusion Coordinator will uphold the highest standards of safeguarding, reflecting Clipstone Brook Lower School's commitment to protecting every child in its care.