



Affinity Learning Partnership Job Description and Person Specification

Post title:	Trust Leader of Inclusion, Attendance and Behaviour
Accountable to:	Trust Head of Education
Grade:	Leadership 16-20
Post holder name:	
Post holder signature:	

KEY ACCOUNTABILITIES:

- To lead the trust-wide strategic aspects of pupil support relating to inclusion, including attendance and behaviour.
- To challenge and support school leaders on effective inclusion, attendance and behaviour systems, routines and provisions on a whole-school basis.
- To provide data rich oversight of all key inclusion, attendance and behaviour metrics.
- To ensure that our schools (and in turn, the Trust) is legally compliant in all areas of inclusion, attendance and behaviour oversight, monitoring and recording.
- To take a lead role in maximising academy attendance for all cohorts of students.
- To develop and embed Trust wide approaches to inclusion, attendance and behaviour.
- Line management of Trust leaders for safeguarding and Early Help.

STRATEGIC LEADERSHIP

- Provide Trust-wide leadership in specialist areas such as SEND, disadvantaged, behaviour and attendance.
- Working with the Trust's Head of Education, develop the shared vision and strategic plans for our trust.
- Work with school leaders to develop and implement a strategic plan for inclusion across each school.
- Lead on the development of the Trust Pupil Premium Strategy.

LEADERSHIP OF INCLUSION, ATTENDANCE AND BEHAVIOUR SYSTEMS

- To have oversight of the policies relating to inclusion, attendance, behaviour, and pastoral support in our schools.
- Develop the effectiveness of in-school practices including attendance and behaviour systems, and strategies.
- Support school leaders to develop their graduated approach to behaviour and attendance so that a range of effective strategies are in place for in-school colleagues to work successfully with pupils who exhibit challenging behaviours and/or who have low attendance rates.
- To ensure, including through quality assurance, that all policies and practices in our academies adhere to a fully inclusive ethos.
- To ensure schools are skilled in using data to identify patterns and useful information which feed into their policy, strategy and approach for inclusion, attendance and behaviour.

- To provide senior leaders in schools and the trust with data to inform practice and lead in the development of new strategies and initiatives, which will in turn improve pupils' inclusion, attendance and behaviour outcomes.
- To form and maintain relationships with outside partnerships that support our inclusion, attendance and behaviour systems.
- To have oversight of the provision for pupils who are: at risk of exclusion; subject to repeated internal exclusion; struggling to cope in mainstream education; severely absent from school (including emotionally-based school avoidance); being reintegrated into mainstream from alternative provision.
- To have a detailed understanding of national inspection frameworks in relation to inclusion, attendance and behaviour, and to support schools through the inspection process.
- To build on the strong networks of SEND, disadvantaged, attendance and behaviour leads across the trust.

SUPPORTING SCHOOLS

- Support schools in the development of their nuanced local plans for inclusion, behaviour and attendance in line with the Trust's vision.
- Support schools to achieve their agreed targets for inclusion, which includes academic and social targets for send, disadvantaged, pupil premium and pupils with other disadvantaged backgrounds.
- Support and advise schools in developing plans for provision for Looked After/Previously Looked After Children.
- Support and advise schools in positive behaviour management and the development of their behaviour curriculum.
- Support and advise schools in the development and implementation of plans for pupils at risk of suspension or exclusion, including reintegration plans.
- Support schools in developing local plans to improve and sustain high levels of attendance for all pupils, particularly our most vulnerable.
- Supporting meaningful partnership with families, carers, local authorities, and external Professionals.

QUALITY, ASSURANCE AND STANDARDS

- Work with the Trust Data Lead to analyse and interpret relevant national, local, Trust and school data to inform policies, practices, expectations, and targets relating to inclusion, behaviour and attendance.
- Ensure the Trust meets its statutory obligations in relation to the administration and implementation of EHCPs.
- Work with school leaders to maximise funding available to pupils and schools.
- Hold the Local Authority to account for funding and provision decisions.
- Evaluate the provision for all vulnerable students, including those that are disadvantaged and with SEND across the schools and use this analysis to

identify effective practice and areas for improvement, and take action to further improve the quality of teaching across the Trust.

- Produce regular reports for Trust Committees and Boards on progress against inclusion, behaviour and attendance targets and identification of high-risk areas.
- Provide feedback, assurance and reports to the Trust Board, Trust Committees and CEO as required.

DEVELOP THE ORGANISATION AND SELF

- Lead the Trust SEND network, supporting SENDCos to share best practice and learn from each other, demonstrating our commitment to collaboration and sharing good practice at all times.
- Lead the Trust attendance, behaviour and disadvantaged leader networks.
- Engage with continuing professional and self-development in a proactive manner.
- Ensure high quality CPD on inclusion, behaviour and attendance is available across the Trust.
- Possess and continue to develop strong knowledge and understanding of the characteristics of high-quality provision for disadvantaged pupils and those with SEND.

OTHER ADDITIONAL DUTIES

- Horizon scan across the sector, aligning with and identifying early government and local authority changes which may affect the Trust, and building into Trust plans to address in a timely manner.
- Provide school-based emergency cover for SENDCos in the event of absence, if required.

SAFEGUARDING

- Work in line with statutory safeguarding guidance (e.g. Keeping Children Safe in Education, PREVENT and our safeguarding and child protection policies).
- Work with the designated safeguarding lead (DSL) to promote the best interests of pupils, including sharing concerns where necessary.
- Promote the safeguarding of all pupils in the school.

CORPORATE RESPONSIBILITIES

- Show support for and uphold our ethos, value, all policies and procedures.
- Promote high standards in attendance, punctuality and appearance adhering to Staff Code of Conduct.
- Act with professionalism, integrity at all times, promoting the Trust values.

- To comply with any reasonable request from a Principal or other Trust Leader to undertake work of a similar level or commensurate with role and level of responsibility that is not specified in this job description.
- Comply with data protection legislation and follow the principles of GDPR.
- Promote a commitment to equal opportunities and anti-discriminatory practice adhering to the Trust Equal Opportunities Policy.
- Promote a work environment that protects people's health and safety and that promotes welfare, which is in accordance with the Trust Health and Safety Policy and legislation.

Note 1: The content of this job description will be reviewed with the post holder on an annual basis in line with the performance management cycle. Any significant change in level of accountability that could result in a change to the grade must be discussed with the post holder and representative where necessary.

PERSON SPECIFICATIONS: TRUST LEADER OF ATTENDANCE, ATTENDANCE AND BEHAVIOUR

Education & Qualifications	Essential	Desirable
Qualified Teacher Status (QTS)	✓	
Degree or equivalent qualification	✓	
Evidence of relevant continued professional development	✓	
NPQSL/NPQH or relevant NPQ in SEND/Inclusion	✓	
Postgraduate qualification in SEN (NASENCO), Inclusion, Educational Leadership, or a related field	✓	
Experience		
Significant leadership experience within a school or trust context.	✓	
Proven track record of leading and improving inclusive practice, particularly in relation to SEND, disadvantaged pupils/students and vulnerable groups.	✓	
Experience of working with external agencies (e.g. local authorities, health, social care, educational psychology).	✓	
Demonstrable impact of pupil/student outcomes, attendance, behaviour, or wellbeing through inclusive strategies.	✓	
Knowledge of current national priorities and best practice in inclusion, behaviour, attendance and wellbeing.	✓	
Understanding of inspection frameworks and accountability measures in relation to inclusion, behaviour and attendance.	✓	
Having led a team in the development and implementation of a whole school or Trust system or initiative which had a sustained and demonstrable impact on pupils' experiences and their outcomes for attendance, behaviour or inclusion.	✓	
Using data to inform policies and practises.	✓	
Delivering impactful staff training and undertaking professional development of others	✓	
Lead on quality assurance, self-evaluation processes and action planning	✓	
Ability to carry out the Line Management of highly performing team(s) and individuals.	✓	
Having direct and relevant experience of attendance, behaviour and safeguarding statutory guidance and practices.	✓	
Leading the development and implementation of effective inclusion, attendance and behaviour systems	✓	

Leading discussions around inclusion attendance and behaviour, including facilitating the sharing of existing good practice, which lead to effective initiatives being put in place.	✓	
Experience of working across more than one school or within a MAT.		✓
Experience of strategic planning and implementation at trust-wide level		✓
Experience of line-managing senior leaders of specialist inclusion staff (e.g. SENCOs, safeguarding leads).		✓
Knowledge & Skills		
In-depth knowledge of SEND Code of Practice, Equality Act 2010, and statutory guidance relating to inclusion.	✓	
Strong understanding of inclusive curriculum and effective inclusive teaching and learning strategies.	✓	
Knowledge of mental health provision, trauma-informed practice and alternative Provision.		✓
Understanding of trust governance structures and the role of central services in a MAT.		✓
An effective, inclusive and cooperative leadership style that inspires confidence and collegiality in those they lead, which motivates and encourages others to participate and go the extra mile	✓	
Versatility and flexibility of own leadership style. To be aware of different management styles and in which circumstances it is appropriate to adopt an alternative approach	✓	
Meet deadlines and manage workload.	✓	
Strong interpersonal, written and oral communication skills	✓	
Strong organisational skills	✓	
The ability to prioritise	✓	
Resilience and motivation to lead the academy through day-to-day challenges whilst maintaining a clear strategic vision, staying positive, and focusing on key priorities	✓	
Genuine passion and belief in the potential of every student	✓	
Strategic thinking and the potential to adopt an entrepreneurial approach to the role	✓	
An educational vision aligned with the Trust's high aspirations and high expectations of ourselves and others.	✓	
Willingness to innovate and lead by example.	✓	
Confident and effective presentational skills during public speaking	✓	

Skillful management and maintenance of working relationships with key stakeholders	✓	
Ability to effectively manage underperformance	✓	
Up to date knowledge of relevant local and national policy	✓	
Personal Attributes		
Customer focussed.	✓	
High personal standards	✓	
Has a friendly yet professional and respectful approach which demonstrates support and shows mutual respect.	✓	
Open, honest and an active listener.	✓	
Takes responsibility and accountability.	✓	
Demonstrates a 'can do' attitude including suggesting solutions, participating, trusting, and encouraging others and achieving expectations.	✓	
Is committed to the provision and improvement of quality of service provision.	✓	
Is adaptable to change/embraces and welcomes change.	✓	
Communicates effectively.	✓	
Is committed to the continuous development of self and others by keeping up to date and sharing knowledge, encouraging new ideas, seeking new opportunities and challenges, open to ideas and developing new skills.	✓	
Acts with pace and urgency being energetic, enthusiastic and decisive.	✓	
Has the ability to learn from experiences and challenges.	✓	
Commitment		
Committed to Affinity Learning Partnership values and aims, acting as role model demonstrating professionalism and consistent high expectations at all times which supports the ethos of the Trust.	✓	
Recognise and respect difference between individuals and play their part in making the Trust more inclusive, aware of and committed towards diversity and equal opportunities.	✓	
Committed to own continual professional development.	✓	
Other		
Ability to travel to other Trust sites.	✓	
Is fluent in the use of the English language.	✓	