



POST TITLE: Inclusion Manager
STATUS: Permanent
SCALE: PO2
LINE MANAGER: Lead Practitioner - Inclusion (SENDCo)/Senior Inclusion Manager

JOB DESCRIPTION

To lead and deliver specialist provision for students with Special Educational Needs and Disabilities (SEND), ensuring that students receive high-quality support, teaching and intervention which enables them to make excellent progress and fully access school life.

To contribute to the strategic development of SEND provision across the school through the implementation, monitoring and evaluation of interventions, specialist pathway provision, access arrangements, staff development and inclusive practice.

To work collaboratively with the SENDCo, Deputy SENDCo, pastoral teams, teachers, Teaching Assistants, families and external professionals to improve outcomes for students with SEND.

DUTIES AND RESPONSIBILITIES

In addition to the duties of classroom teachers, this post carries the following responsibilities.

Specialist Pathway Provision

- To lead and deliver the school's Specialist Pathway provision, planning, preparing and teaching small-group and individual programmes for students with SEND.
- To assess, monitor and evaluate the progress of students accessing Specialist Pathway provision and adapt teaching accordingly.
- To develop and maintain a curriculum which supports students' academic progress, social communication, emotional regulation, independence and preparation for adulthood.
- To ensure that pathway provision is responsive to students' identified needs and outcomes.
- To maintain accurate records relating to student progress, engagement and provision.

SEND Intervention and Provision

- To oversee the school's graduated response and ensure interventions are appropriately targeted, monitored and reviewed.
- To support the design, implementation and evaluation of interventions for students with SEND.
- To monitor the impact of SEND provision and contribute to self-evaluation and quality assurance activities.
- To use assessment information to identify barriers to learning and recommend appropriate support strategies and interventions.
- To ensure that students with SEND are able to access enrichment opportunities, educational visits and extra-curricular activities.

Access Arrangements

- To lead on the school's access arrangements process under the oversight of the SENDCo.
- To coordinate referrals, screening, assessment, evidence gathering and implementation of examination access arrangements in accordance with current JCQ regulations.
- To ensure robust evidence of normal way of working is maintained and reviewed.
- To liaise with teachers and support staff to ensure access arrangements are implemented appropriately within classroom practice and examinations.
- To maintain accurate records relating to access arrangements and support compliance with JCQ requirements.

Assessment and Screening

- To oversee screening and assessment processes including literacy, cognitive, speech and language and access arrangements assessments.
- To analyse assessment information and identify barriers to learning.
- To make recommendations regarding intervention, specialist support and reasonable adjustments based on assessment outcomes.
- To support the development of effective systems for identifying and monitoring students with SEND.

Staff Development and Leadership

- To line manage the Higher Level Teaching Assistant and support the effective deployment of Teaching Assistants across the school.
- To provide training, coaching and guidance for Teaching Assistants and teaching staff in relation to SEND and inclusive practice.
- To contribute to the development of whole-school inclusive practice through professional development, modelling and coaching.
- To support colleagues in implementing effective classroom adaptations and reasonable adjustments.
- To produce and disseminate SEND guidance, resources and staff bulletins to support high-quality inclusive teaching.

Partnership Working

- To work collaboratively with parents and carers, ensuring effective communication regarding student needs and provision.
- To provide advice and guidance to families regarding SEND provision and support available within school.
- To work with external professionals and commissioned services to ensure effective support for students with SEND.
- To participate in review meetings and contribute professional advice regarding student progress and provision.
- To support the implementation of recommendations from external professionals.

General Responsibilities

- To contribute to the strategic development of SEND provision across the school.
- To comply with all safeguarding, child protection, health and safety, confidentiality and data protection requirements.
- To promote equality, diversity and inclusion at all times.
- To contribute positively to the ethos, aims and values of the school.
- To attend relevant meetings, training and professional development activities.
- To maintain accurate records and reports as required.
- To undertake any other duties commensurate with the grade and responsibilities of the post as reasonably directed by the Headteacher, SENDCo or Senior Leadership Team.

PERSON SPECIFICATION

Inclusion Manager

Requirements:	Assessment Criteria		
Qualifications:	Interview	Application Form	Lesson Observation
Education to good honours degree or equivalent		•	
Evidence of continuing professional development relevant to the post	•	•	
Experience:			
Successful experience of working with SEN students in an inner city comprehensive school	•	•	
Successful involvement in planning, implementing and evaluating SEN strategies to raise achievement	•	•	•
Experience of implementing the Code of Practice for Special Educational Needs	•	•	•
Experience of developing and implementing small group and individual interventions for students with literacy needs	•		•
Experience of developing and implementing small group and individual interventions for students with numeracy needs	•		•
Management and leadership skills:			
The ability to motivate and lead a team of professionals	•	•	
The ability to build good relationships with all students and adults	•	•	•
The ability to involve all staff in implementing a vision for SEN	•	•	
Professional knowledge and understanding			
Evidence of excellent knowledge, understanding and enthusiasm for developing a strategy for SEN	•	•	•
Full understanding the Code of Practice for Special Educational Needs	•	•	
Understanding of curriculum issues relating to the needs of SEN students	•	•	
Knowledge and some experience of school self-evaluation	•	•	
The ability to use ICT effectively to support tasks and activities	•	•	•

Behavioural competencies:			
The ability to promote and maintain the highest standards in all aspects of the work in the school.	•	•	
Team player with energy, enthusiasm and perseverance.	•		
Excellent organisational skills, encouraging positive collaborative working practices	•	•	
Good communication skills, showing sensitivity and strength	•	•	•
Mentoring and coaching skills, showing ability to be both constructive and critical	•	•	•
Ability and skills to manage change	•	•	
A commitment to developing curriculum activities	•		•
Evidence of a commitment to equal opportunities policies and an understanding of their effective operation within schools.	•	•	•