



JOB DESCRIPTION

NAME:

POST: **Learning and Inclusion Team Leader**

GRADE: **9 (SCP 31 – 34)**

Relationships

The post holder is accountable to the Principal in all matters relating to this post. All staff are ultimately responsible to the Chief Executive Officer (CEO). The post holder will work closely with team members and support the team when necessary.

Purpose

To lead aspects of learning support – primarily this includes working with the team to proactively support pupil need and resolve difficulties that may inhibit progress and wellbeing as quickly as possible so as to promote learning at all times, whilst leading a team of people to help ensure high-quality overall effectiveness.

- To take strategic and operational responsibility, accountable to the Principal / Senior Leadership Team (ELT), in ensuring and promoting effective learning support throughout the academy for all pupils, leading to improved learning outcomes and access to sustainable, appropriate destinations.
- To take the lead in reviewing, monitoring and implementing the development of the academy's pastoral and inclusion support approaches in classes and planned interventions. To ensure that interventions are tracked and recorded appropriately to provide evidence of impact and ensure regular evaluation and adaptation.
- To proactively support the pupil's wider learning (e.g. regulation, social, family and wellbeing needs) to ensure safety. To be innovative through personalising support strategies in accordance with students' needs, and coordinate these strategies across the Learning and Inclusion Team.
- To ensure that there is daily support to promote self-esteem, self-control, personal and social development (PSD), and welfare.

- To work with the Behaviour and Engagement Lead to implement the academy positive handling procedures and practices throughout the academy in line with school policy, in conjunction with the Physical Intervention Group.
- To lead the Learning and Inclusion Team and help set targets with the SENDCo and teaching team to improve pupils' PSD, emotional health and well-being.
- To ensure behaviour and attitudes on site and in classes improves overtime, to develop a positive and shared culture and ethos.
- To have managerial responsibility on a day to day basis of the Learning and Inclusion Team, reporting to ELT on the implementation of physical intervention approaches. This will include training, meeting statutory requirements and ensuring all records and recording complies with DfE/Statutory requirements.
- To be accountable to the ELT on a half-termly basis for all matters relating to behaviour and intervention.

Main duties & responsibilities

- To lead the Learning and Inclusion Team strategically and operationally on a daily basis to pro-actively meet the needs of the pupils, ensuring supervision best practice.
- To facilitate and lead a daily update and daily debrief with the Learning and Inclusion Team (and/or other staff) to work pro-actively to meet the known and changing needs of the pupils, in partnership with the SENDCo.
- To provide written monitoring and evaluation reports to ELT on a half termly basis, or as required.
- To develop an action plan (RAP or other) which take account of the pupils, community and academy need, reflecting any local or national priorities as appropriate.
- To ensure that plans for safety and wellbeing (e.g. impact profiles, personal handling plans, risk assessments, etc...) are complete for all pupils upon admission, and updated at least half-termly, or following any significant event, in partnership.
- To lead and be accountable for decisions regarding 'behaviour consequences' on a daily basis, reporting to ELT.
- To liaise with parents regarding learning and inclusion issues as required, in consultation with ELT, the class team, the SENDCo and the Admin Team, building positive relationships.
- To liaise effectively with other agencies to enable a holistic approach to enable effective and high-quality learning and inclusion.
- To ensure meetings are held outside of the academy day whenever possible and practical.
- To support pupils by providing a therapeutic approach through mentoring and role modelling, whilst ensuring that external therapeutic specialists are used effectively to meet learning need.
- To promote the academy ethos as encapsulated in the academy's mission statement.
- To monitor, and analyse data to further improve learning and inclusion, leading on the policies/systems relating to areas of responsibility.

- To lead the team in the response to learning support needs across the academy ensuring that there is a swift and effective response to requests for assistance/support with pastoral support incidents.
- To respond positively through proactive and positive interventions.
- To lead on the supervision of pupils during break and lunch times, producing break time rotas and a variety of activities to support need.
- To ensure accurate records are kept of all physical interventions, and that these are regularly reviewed for trends/patterns /improvement.
- To support and provide advice to identify and seek positive resolutions within a restorative framework.
- To take responsibility for own CPD relating to the core duties of post, leading on the proactive training (and induction of new staff) within these areas of responsibility.
- To undertake training in safeguarding and work in close liaison with all those responsible for safeguarding within the academy.
- To promote and safeguard the welfare of pupils across the academy, in line with academy's safeguarding policy.
- To provide outreach support and training as required, in line with duties and responsibilities.

Positive handling techniques

- To review and ensure all policies are effective/best practice, in conjunction with ELT (and across aE as necessary).
- To ensure all staff training is relevant and of high-quality, and that up-to-date records are maintained.
- To monitor and review any occurrences, trend and patterns in the use of physical interventions, in conjunction with the Principal and ELT every term, or as required.
- To monitor the quality of positive handling techniques throughout the academy and in partnership with all academies across aE, and report termly to the Principal.
- To keep up to date with training and local, national international best practice to maximise Learning And Inclusion.

Pastoral support

- To ensure that daily records of all incidents are recorded and appropriately logged.
- To meet with the Behaviour and Engagement Lead on a weekly/ongoing basis to monitor learning support throughout the academy, to ensure a proactive approach to progress and wellbeing.
- To monitor and review practice and policy in conjunction with the Principal, ELT and other staff (as appropriate).

- To have an oversight of the monitoring and implementation of rewards and incentives across the academy, considering the view of families, to understand success and where to improve.

Support the academy through

- To ensure effective team practice for Learning and Inclusion.
- To provide positive feedback to team members, alongside identifying alternative approaches or systems to ensure further excellence.
- To recognise the strengths that each team member brings.
- To work effectively with all professionals and the community enable and empower learning and Inclusion.
- To provide staff and other professionals with information to allow them to carry out their role effectively.
- To provide reports on the impact of learning and Inclusion upon pupil progress, for review and development purposes.
- To attend and positively contribute to meetings when required, including that which relates to families and the wider community.
- To fulfil the role of Learning And Inclusion Team Leader, with responsibility and accountability for ensuring high-quality learning, progress and the positive inclusion of pupils, in effective partnership with all staff.
- To lead the learning, practice and approaches of colleagues on other sites within Iford Academy offering appropriate high-aspiration, guidance, challenge and support.
- To empower the knowledge, skills and understanding of the school community, in the development of best practice learning support.
- To enable high-quality learning and Inclusion across the academy.
- To support in the building of positive relationships with families.
- To ensure line-management of staff, to effectively promote high-quality overall effectiveness.
- To play an active role within the Extended Leadership Team, ensuring high-quality systems for learning support, to enable overall effectiveness.
- To be part of, and contribute to, the community of best practice across aE.

General

- To promote and support aE's culture and encourage staff and pupils to follow this example.

- To promote and safeguard the welfare of children in your care or that you come into contact with in accordance with the Trust Child Protection and Safeguarding Policy.
- To comply with, promote and act in accordance with all Trust and academy policies.
- To be responsible for complying with data protection legislation and expectations for confidentiality. Any issues or breaches to be reported to our Trust People Director at the earliest opportunity.
- To be responsible for complying with health & safety legislation and guidance. Any issues or breaches to be reported to our Trust Estates Director immediately.
- To maintain consistent working relationship with colleagues, supporting them in line with your role and responsibilities.
- To keep colleagues informed about aspects of your work and schedule which may affect the support you can give them.
- To develop your effectiveness by updating your knowledge and skills, seeking and taking account of constructive feedback on your performance, making effective use of the development opportunities made available to you.
- To identify and agree personal development objectives with your line manager.
- To be courteous to colleagues and provide a welcoming environment to visitors.

Additional information

Throughout our Trust, it is our practice to vary the specific responsibilities in line with the needs of our Trust. This will be carried out in consultation with the post holder.

This is an outline job description only and the post holder will be expected to comply with any reasonable request from a manager to undertake commensurate work of a similar level, or any lesser duties, that are not specified in this job description.

The aim of the job description is to indicate the general purpose and level of responsibility of the post. Please be aware that duties may vary from time to time without changing their character or general level of responsibility. Duties may be subject to periodic review by the Chief Executive Officer or nominated representative (in consultation with the post holder) to reflect the changing needs of our Trust.

Signed: **Date:**

Post Holder

One copy to be retained by member of staff and one kept on the employee's file.

**Authentic Education is committed to providing a safe, supportive and stimulating environment for all its pupils following Keeping Children Safe in Education Guidelines.
This post is exempt from the Rehabilitation of Offenders Act 1974.**