

Job Description Inclusion Co-ordinator

Responsible to:	Assistant Principal SENDCO
Job purpose:	<ul style="list-style-type: none"> • To lead the Inclusion team ensuring that student learning and achievement needs are met. • To promote a learning environment which supports high expectations. To contribute to the effectiveness of the Inclusion team. • To model the vision and values of the academy and the Trust. • To communicate clear purpose and vision to the team. • To lead on all aspects of inclusion. • To promote and safeguard the welfare of children and young people.
Arrangement:	37 Hours Per Week, Term Time Only plus 5 days
Grade:	Grade G NJC SCP 20 - 24 (£22,357.05 - £24,663.20 pro-rata)

Duties and Responsibilities

- To contribute to the strategic development of the academy by implementing whole academy new initiative, monitoring and reporting on key outcomes, to ensure that academic targets are met.
- To promote and support a culture which encourages ideas and contributions from others within a distributed leadership framework.
- To contribute to self-evaluation systems, including the SEF to inform the cycle of improvement.

Develop and sustain Inclusion leadership across the academy through:

- Leading, managing and advising on inclusion within the academy
- Leading staff training in supporting inclusivity for all students in the academy
- Leading inclusion across the academy, ensuring it is effective and accountable for the progress of vulnerable students
- Making significant contributions to the SEF and action plan, relating the inclusion improvement plan to the academy development plan
- Providing the Principal with progress reports and monitoring and evaluation analyses based on data
- Monitoring the quality of learning and teaching across the academy for SEND students
- Liaising with and keeping informed all Head of Department/Faculty and SLT on inclusion issues
- Contributing to the academy vision of quality first provision for students
- Being committed to developing personalisation
- Championing best practice, demonstrating leadership qualities necessary to command respect and encouraging commitment to raising standards
- Proactively devising and implementing procedures within academy policies

- Keeping a high profile around the academy and being visible and active during non-structured time
- Helping create an effective team by promoting collective approaches to problem-solving and curricular development
- Chairing and producing the agenda for effective student review meetings, ensuring minutes are taken, kept secure and communicated as appropriate
- In conjunction with the line manager, taking responsibility for personal professional development, keeping up to date with research and developments in teaching pedagogy which may lead to improvements in teaching and learning
- Developing skills and knowledge for mentoring and coaching colleagues
- Managing the transition process from KS2 to KS5 for SEND students
- Identifying the progress of students with SEN and taking appropriate action to support learning
- Being responsible for the development, line management and performance management of staff working within SEND and EAL support
- Being familiar with and meeting the National Standards for Special Educational Needs Specialists

Develop and sustain Inclusive learning across the academy through:

- Working closely with Head of Department/Faculty in the academy system
- Ensuring reporting arrangements are accurate and moderated
- Coordinating quality assurance systems including student voice, work scrutinies, lesson observations, reviews of teachers' planning and preparation and consulting parent views for SEND students
- Analysing and interpreting data on students' attainment and action plan accordingly, reviewing with teachers their assessments of progress for classes, groups and individuals
- Supporting teaching staff to develop innovative and excellent classroom practice, demonstrating excellence in SEND teaching to staff
- Collaborating with staff in ensuring differentiation is part of provision for students with SEND

Develop and sustain Inclusion support across the academy through:

- Ensuring students' needs are accurately assessed and met across the curriculum and that impact of the provision is monitored and reviewed
- Ensuring that provision mapping for student need is reviewed on a regular basis and staff deployed accordingly
- Working with all Head of Departments/Faculties to ensure teaching assistants have the skills and capabilities to effectively support and make a positive impact on student performance
- Taking responsibility for academic and social guidance of SEND students
- Taking responsibility for upholding the standards of behaviour in the academy
- Working to ensure IEPs are used to set subject specific targets, and match curricular materials and approaches to student needs
- Identifying and supporting the subject cohort of Higher attaining students by developing strategies to meet their needs, sharing good practice, tracking student progress and setting specific targets for the group
- Ensuring that the inclusion team supports the academy's implementation of all current statutory requirements, e.g. Equality Act, Access to Work, SEN, Child Protection
- Ensuring resources are adapted to suit the needs of all students to enable inclusive learning opportunities for all students
- Being aware of the responsibility for personal health, safety and welfare and that of others who may be affected by your actions or inactions
- Continuing the development and implementation of multi-agency work across the academy
- Identifying students with Special Educational Needs, EAL, Looked After Children, Vulnerable, Targeted or underachieving students and ensuring their needs are met

- Developing and maintaining excellent relationships with parents and carers to ensure that students are fully supported and able to enjoy and achieve
- Being responsible for promoting and safeguarding the welfare of children and young people
- Managing the provision of information to parent/carers and other staff about curricular choices, and choice of teaching groups for individual students and groups of students
- Identifying and supporting opportunities for independent learning
- Ensuring personalisation by matching learning opportunities to individual student needs
- Ensuring that the Inclusion team makes a positive and detailed contribution to the academy's website, prospectus and newsletter

To undertake other reasonable duties (with competence and experience) as requested, in accordance with the changing needs of the organisation.

Thornaby Academy and Falcon Trust are committed to Safeguarding and promoting the welfare of children and young people.

All appointments are subject to satisfactory checks prior to and throughout the duration of employment. All checks are mandatory and must be completed to the satisfaction of the Trust before a conditional offer of employment is confirmed.

NOTES

The above responsibilities are subject to the general duties and responsibilities contained in the statement of Conditions of Employment. This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed. This job description will be reviewed regularly and it may be subject to modification or amendment at any time. This job description does not form part of the contract of employment. It describes the responsibilities that the post holder is expected to perform.