



St Paul's CofE Junior School Job Description – Inclusion Manager

School:	St Paul's Church of England Junior School
Responsible to:	Headteacher
Grade:	MPS/UPS plus TLR 2

Purpose

To assist the Headteacher in ensuring inclusive practice is developed to promote the highest standards of pupil achievement for all.

Principle Responsibilities

- To work in conjunction with the school leadership team on school self evaluation and collate evidence to support this.
- To maintain registers for SEN pupils.
- Oversee the writing of ILP's and PSP's and coordinate the implementation of plans with teaching and support staff and ensure termly reviews are carried out.
- To prepare for and facilitate annual review meetings and multi-disciplinary meetings involving parents, relevant staff and outside agencies and coordinate documentation and supporting evidence.
- To ensure effective transition arrangements, for named pupils, from KS1 to KS2 and from KS2 to KS3, as well as between year groups.
- To secure concessions for individual pupils during end of Key Stage 2 SATs.
- To carry out assessments of special educational needs and plan subsequent provision.
- To submit referral documentation to relevant outside agencies.
- To produce and present an annual Inclusion Report to governors.

Strategic direction and development

- To develop, maintain, monitor and review policies and practices to ensure inclusion.
- To analyse and interpret relevant national, local and school data, plus research and inspection evidence, to inform policies, practices, expectations, targets and teaching methods.
- As a member of the school leadership team, be involved in the planning, monitoring, evaluation and development of the school curriculum through the School Development Plan.
- To write an annual Inclusion Plan.

Teaching and Learning

- To support class teachers to assess and identify the needs of any pupils with barriers to learning or who are at risk of underachieving, for example those with SEN, EAL and Gifted and Talented pupils.
- To provide guidance on appropriate teaching methods and resources to address specific learning needs.
- Organise, monitor and evaluate the range of intervention strategies employed throughout the school ensuring that resources are targeted correctly towards those pupils requiring additional support.
- To establish a partnership with parents, informing them about provision and involving them in their child's learning.
- To liaise with external agencies.



Leading and managing staff

- To meet with support staff on a weekly basis and lead training, planning and review discussions and act as mentor to new support staff.
- To manage the performance of support staff and related CPD.
- As part of the Leadership Team identify staff training needs and implement, coordinate and lead INSET in relation to Inclusive Practice.
- To attend relevant courses and network meetings.
- To keep the Headteacher and Leadership Team well informed about relevant policies, plans and priorities as well as individual progress of named pupils.
- To liaise with lunchtime controllers regarding the specific needs of named pupils.

Efficient and effective deployment of resources

- To establish resource needs and advise the Headteacher of likely priorities for expenditure.
- To ensure the effective and efficient management and organization of learning resources.
- To manage the Inclusion Budget taking into account both the short and long term needs of the school.



St Paul's CofE Junior School

Person Specification – Inclusion Manager

When completing your application, please ensure you provide clear examples of how you meet the essential and desirable criteria.

Attributes	Essential	How measured	Desirable	How measured
Experience	Proven SEND experience.	1, 2, 5	Experience of working as a member of a Leadership Team.	1, 2
	Minimum of 5 years primary teaching experience preferably in at least two schools.			
	Recognition as an exemplary classroom practitioner.	1, 2		
	Understanding of the requirements of the KS2 National Curriculum.	1, 2		
Skills / abilities	Ability to lead and manage whole school improvement.	2, 3	Experience in managing a team of people.	1,2,5
	Ability to be an excellent role model for positive behaviour management.	3, 5	An excellent understanding of least to most intrusive behaviour management strategies.	2, 3
	Good understanding of performance data.	1, 2, 5		
Inclusion	Demonstrable commitment to inclusive teaching and learning.	1, 2, 5		
	Knowledge of the new SEND Code of Practice	1,2		
	Awareness and understanding of the effects of discrimination on pupils, parents, colleagues and policy.	1, 2		
Education and Training	Qualified Teacher Status.	4	The National Award for SENCO	1,4
	Evidence of ongoing continuing professional development.	4		
Personal Qualities	Well organized with the ability to prioritise effectively.	5		
	A good sense of humour.	2, 3, 5		
	Enthusiasm and the necessary skills to motivate others	2,3,5		
	Excellent interpersonal skills	1,2,5		
	Ability to work under pressure and meet challenging deadlines	5		
	Commitment to supporting and upholding the Christian values and ethos of our school	1,5		

Essential ~ without which a candidate would be rejected. Desirable ~ useful for choosing between two strong candidates

Measure ~ 1 = Application Form 2 = Interview 3 = Practical Exercises 4 = Proof of Qualification 5 = Evidence from Referees.

We will consider any reasonable adjustments under the terms of the Equality Act 2010 to enable an applicant with a disability to meet the requirements of the post.