



Job title:	Inclusion Leader & SENCo	□
Salary Scale:	MPS/UPS + SEN allowance	
Reporting to:	Head of School	

Overall purpose of the post:

To lead the provision for SEND students, raising student attainment and aspiration on a daily basis and ensuring all aspects of the curriculum are accessible to all students. It is expected that all legal and statutory requirements are met for all SEND students. The post holder will be responsible for leading and managing the School’s inclusion team. In addition the post holder must have achieved or be willing to achieve the SENCo qualification.

Key responsibilities:

- Strategic direction and development of SEND provision.
- Ensure effective systems of communication, including feedback about pupil’s learning to inform future planning.
- Monitoring the quality of SEND support by establishing effective systems to identify and meet the needs of pupils, whilst ensuring that the systems are coordinated, and regularly reviewed.
- Ensure that the objectives of the SEND policy and Code of Practice are reflected in the school improvement plan. Liaise with and coordinate the contribution of external agencies.
- Up-to-date knowledge of National and local initiatives which may impact upon policy and practice.
- Ensure that the SEND and access arrangements register are accurate and up to date and shared with all staff.
- Ensure provision mapping for SEND students is up to date and used for intervention.
- Organise and take a lead on annual reviews for students with EHCP’s.
- To evaluate the performance data provided and take appropriate actions on issues arising to support the academic progress of the SEND co-hort

Key Tasks:

Educate

- Monitor, analyse and report on the progress of SEND students and use the analysis to further guide improvement, following progress tracking points.
- Assess the needs of students so that access arrangements can be made for examinations.

Teaching and Learning

- Influencing the whole Teaching and Learning policy to promote aspects of inclusive teaching.
- Leading INSET regularly and where appropriate; this may include chairing and be a part of working parties.





- Collect and interpret specialist assessment data gathered on pupils and use to inform practice.
- Work with pupils, subject leaders, class teachers to ensure realistic expectations of behaviour and achievement and attendance is set for SEND pupils. □
- Support developments and initiatives to improve standards in literacy and numeracy as well as access to the wider curriculum.
- Overseeing and monitoring the quality of pupil passports and provision maps and maintaining detailed information for subsequent meetings with parents/professionals.
- Develop systems for colleagues to monitor and record progress made by pupils with SEND towards the achievement of targets set and support plans.
- Review plans regularly with parents, students, teachers and agree and communicate new targets.
- Supporting the Head of School in meeting statutory responsibilities for EHCP's and their Annual Review.
- Lead the Annual Review meetings for students with an EHCP.

Leadership and Management

- To lead the Home Partnership Team and be instrumental in planning for continual improvement and to make a contribution to the evaluation of the work of the team.
- To promote an atmosphere of continuing professional development and to share good practice with colleagues.
- To contribute to the school's development plan.
- To support the professional development of all staff, including newly qualified teachers and initial teacher training students.
- To manage effectively all staff connected with the home partnership team.
- Advise the Executive Principal and Head of School on all staffing matters within the team.
- Encourage all staff to recognise and fulfil their statutory responsibilities.
- Develop proformas for essential repetitive paperwork, in order to create an administrative infrastructure as part of an effective communications system.
- Identifying the training needs of staff and implementing training.
- Disseminate procedural information such as recommendations of the code of practice or the schools own SEND policy.
- Ensure the establishment of opportunities for Teaching Assistants to review the needs, progress and targets of pupils with learning difficulties.
- Provide regular information to the Executive Principal, Head of School and governing body on the evaluation of the effectiveness of provision for pupils with SEND, to inform decision-making and policy review.

Efficient and effective deployment of staff and resources

- Draw up the annual SEND budget and annual SEND Development Plan.
- Provide advice to Head of School/SLT relating to resource requirements, the deployment of staff and timetabling in relation to the support of SEND team.
- Organise and coordinate the work of colleagues to ensure appropriate deployment of learning resources including ICT.
- Maintain existing resources and explore opportunities to develop or incorporate new resources from the wide range available within and externally to the school.



Finance/Resources

- To manage and monitor the allocated budget for SEND effectively and appropriately, and keep an inventory of equipment, textbooks and all other resources
- To oversee the provision, maintenance and preparation of effective resources for learning – textbooks, students' materials, equipment, rooms, apparatus etc.
- To be responsible for providing appropriate bids for resource and staff development in line with the School Development Planning process

Curriculum

- To ensure that work in support of the curriculum is developed and reviewed regularly in co-operation with all members of the team.
- To manage the SEND financial, teaching and material resources to ensure the effective learning of all students.
- To contribute to the work of the school's home partnership team.
- To contribute to the work of the school's Curriculum team.
- To construct the timetable of the SEND team (home partnership team and teaching assistants).
- To contribute to the implementation of the safety regulations in accordance with the Health and Safety at Work Act 1974 and other DFE guidelines.
- Devise and implement risk assessments where appropriate.

Partnership

- To communicate as appropriate with parents, carers and staff on matters pertaining to SEND.
- To contribute to the development of effective links with partner schools and external bodies.

General Duties:

- To carry out supervisory duties in accordance with published schedules.
- To take part in appropriate meetings and events with colleagues, parents/carers, governors and external partners.
- To accept personal responsibility for supporting the general ethos, atmosphere and progress of the Academy.
- To contribute to the PHSE programme as required.
- To teach classes or groups, where necessary.

I have read the Job Description and agree to all the terms and conditions set out therein. I also agree to comply with all Abbey Multi Academy Trust Policies, Child Protection and Health & Safety regulations. I



I understand that this Job Description is not an exhaustive list and I agree, when required, to undertake any reasonable request made by the Executive Principal / Head of School.

Name:	Signature:
Date:	

Note:

This Job Description provides the overall strategy and remit of the post holder. This Job Description will be reviewed annually and may be subject to amendment or notification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the Academy in relation to the post holder’s professional responsibilities and duties. Elements of this Job Description, and changes to it, may be agreed at the request of the Principal or the incumbent of the post. The above must be viewed in conjunction with the relevant sections of the School Teachers’ Pay and Conditions of Service document which is published annually.