

## Northern Education Trust – Job Description

### Inclusion Coordinator

<b>Job Title:</b>	Inclusion Coordinator		
<b>Base:</b>	Academy		
<b>Reports to:</b>	Deep Support Lead	<b>Grade:</b>	SCP 31-34
<b>Service responsibility:</b>		<b>Salary:</b>	£27,668 - £30,153 (FTE)
<b>Additional:</b>	Some travel may be required.	<b>Term:</b>	37 Hours per week, 41 weeks (actual salary to be pro-rata in line with weeks worked)

#### JOB PURPOSE

- To contribute to the strategic development of the Academy by implementing whole academy initiatives, monitoring and reporting on key outcomes, to ensure the department meets academic targets as well as meeting the requirements of Every Child Matters;
- Leading and managing the Inclusion Team ensuring that student and learning and achievement needs are met;
- Leading on all aspects on Inclusion, including EAL, Gifted and Talented;
- To build and develop relationships with staff at all levels.

#### JOB SUMMARY

##### Develop and sustain DEEP LEADERSHIP across the Academy through:

1. Lead, manage and advise on inclusion within the Academy;
2. Line manage, develop and performance management of staff working in SEND and EAL support;
3. Lead staff training in supporting inclusivity for all students in the Academy;
4. Lead inclusion across the Academy, ensuring it is effective and accountable for the progress of students on the Vulnerable Student Register (VSR);
5. Make significant contributions to SEF and action plan, relating the Inclusion Improvement Plan to the School Development Plan;
6. Produce progress reports and monitoring and analysis when appropriate;
7. Monitor the quality of Learning and Teaching across the Academy for SEND students;
8. Liaise with and keep informed all Heads of Department and SLT on inclusion matters;
9. Contribute to the Academy vision of quality first provision for all students at Wave 1.
10. Be committed to developing personalisation;
11. Champion best practice, demonstrating leadership qualities necessary to command respect, and encourage commitment to raising standards;
12. Help create an effective team by promoting collective approaches to problem-solving and curricular development;
13. Chair and produce the agenda for effective Student Review Meetings, ensure accurate minutes are taken, kept secure and communicated as appropriate;
14. Take responsibility for personal professional development, keeping up-to-date with research and developments in teaching pedagogy which may lead to improvement in

- teaching and learning;
- 15. Develop skills and knowledge for mentoring and coaching colleagues;
- 16. Manage the transition process from KS2 to KS5 for SEND students;
- 17. Identify the progress of students with SEN and take appropriate action to support learning;
- 18. Be familiar with and meet the National Standards for Special Educational Needs Specialists;

**Develop and sustain DEEP LEARNING across the Academy through:**

- 19. Work closely with Heads of Department in the academy system;
- 20. Ensure reporting arrangements are accurate and moderated;
- 21. Co-ordinate quality assurance systems including student voice, work scrutinies, lesson observations, reviews of teachers' planning and preparation and consulting parent views for SEND students;
- 22. Analyse and interpret data on students' attainment and action plan accordingly, reviewing with teachers their assessments of progress for classes, groups and individuals;
- 23. Support teaching staff to develop innovative and excellent classroom practice, demonstrating excellence in SEND teaching to staff;
- 24. Collaborate with staff in ensuring differentiation is part of provision for students with SEND.

**Develop and sustain DEEP EXPERIENCE across the Academy through:**

- 25. Manage 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;
- 26. Identify and support opportunities for independent learning;
- 27. Ensure personalisation by matching learning opportunities to individual student needs;
- 28. Ensure that the Inclusion team makes a positive and detailed contribution to the school's VLE, website, prospectus and newsletter.

**Develop and sustain DEEP SUPPORT across the Academy through:**

- 29. Ensure that students are placed correctly onto the Vulnerable Student Register, their needs assessed and met across the curriculum and that impact of provision is monitored and reviewed;
- 30. Ensure that provision mapping for student need is reviewed on a regular basis and staff deployed accordingly;
- 31. Work with all Heads of Department to ensure Teaching Assistants have the skills and capabilities to effectively support and make a positive impact on student performance;
- 32. Take responsibility for academic and social guidance of SEND students;
- 33. Take responsibility for upholding the standards of behaviour in the School;
- 34. Work to ensure IEPs are used to set subject-specific targets, and match curricular materials and approaches to student needs;
- 35. Identify and support the subject cohort of Gifted and Talented students by developing strategies to meet their needs, sharing good practice, tracking student progress and setting specific targets for the group;
- 36. Ensure that the Inclusion team supports the School's implementation of all current statutory requirements, e.g. Disability Discrimination Act, Access to Work, SEN, Equal Opportunities, Child Protection, Every Child Matters;
- 37. Ensure resources are adapted to suit the needs of all students to enable inclusive learning opportunities for all students;
- 38. Be aware of the responsibility for Personal Health, Safety and Welfare and that of others who may be affected by your actions or inactions;
- 39. Continue the development and implementation of multi-agency work across the School;

40. Identify students with Special Educational Needs, EMTAG and EAL, Gifted and Talented, Looked After, Vulnerable, Targeted or Underachieving students and ensure that their needs are met.
41. Develop and maintain excellent relationships with parents and carers to ensure that students are fully supported;
42. Advise on how Extended Schools may be used to include and inform identified students, their families and carers;
43. Be responsible for promoting and safeguarding the welfare of children and young people that you are responsible for and come into contact with.
44. To comply with academy safeguarding procedures at all times and liaising with the safeguarding coordinator over any safeguarding concerns;
45. To comply with the academy policies and procedures at all times.

### **General**

1. To participate in wider academy meetings and working groups as required;
2. All staff of the Northern Education Trust will abide by the one academy rule: **‘All students and adults are expected to behave in a responsible manner both to themselves and others, showing consideration, courtesy and respect for other people at all times.’**

NET is committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate checks, including an enhanced DBS check. Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified and the post holder may reasonably be expected to undertake other duties commensurate with the level of responsibility that may be allocated from time to time.

Signed: .....

Date: .....

**Northern Education Trust**  
**Post: Inclusion Coordinator**  
**PERSON SPECIFICATION**

			<b>Assessed by:</b>	
<b>No</b>	<b>Categories</b>	<b>Essential / Desirable</b>	<b>App Form</b>	<b>Interview / Task</b>
<b>QUALIFICATIONS</b>				
1.	A good honors degree	E	✓	
<b>EXPERIENCE</b>				
2.	Experience in developing and implementing substantial initiatives	D	✓	✓
3.	Awareness of strategies available for improving the learning and achievement of all students	E	✓	✓
4.	A good understanding of curriculum developments in the specific subject area	E	✓	✓
<b>ABILITIES, SKILLS AND KNOWLEDGE</b>				
5.	Able to demonstrate strong leadership skills within a culture of distributed leadership	E	✓	✓
6.	Able to use a range of teaching and learning strategies	E	✓	✓
7.	An understanding of how Assessment for Learning can improve student performance	E	✓	✓
8.	Confidence in the use of standard computer packages (word processing, email and spreadsheets) and how these can be used to enhance student learning	E	✓	✓
9.	Able to use student level data to raise standards	E	✓	✓
10.	Able to work independently and collaboratively as a member of a team	E	✓	✓
11.	Creative in problem solving together with willingness to take on and try new approaches and ideas	E	✓	✓
12.	Ability to relate to students in a pleasant and sympathetic manner and to recognise potential child safeguarding issues	E	✓	✓
13.	Able to communicate both orally and in writing to students and their parents	E	✓	✓

			Assessed by:	
No	Categories	Essential / Desirable	App Form	Interview / Task
14.	Understanding of academy child safeguarding procedures	E	✓	✓
<b>PERSONAL QUALITIES</b>				
15.	A strong commitment to the Trust values and ethos	E	✓	✓
16.	Commitment to support the Trust's agenda for safeguarding and equality and diversity	E	✓	✓
17.	A flexible approach and a strong work ethic	E	✓	✓