



## **Whitmore Park Primary School**

### **Job Description**

**Post:** Assistant Head Teacher: Strategic Lead for Inclusion, SEND & Safeguarding

**Grade:** L8-L12

**Responsible to:** Headteacher

#### **Job Purpose:**

To take the lead on Inclusion across the school.

To take the lead on the implementation of the SEND Code of Practice in order to support the learning of pupils on the Special Needs register.

To take the lead on ensuring that all legal protocols are followed in order to safeguard all the pupils and to support the education of those who are in the care of the Local Authority.

There will be a 0.4 teaching responsibility.

As Inclusion Lead, you will be an experienced teacher with a passion for supporting our vulnerable pupils, including those with special educational needs, EAL, LAC and PP. Working closely with the Head Teacher and other senior colleagues to manage provision across the school and to provide support to colleagues in order to make our motto, *"Be the Best You Can Be"*, the lived experience for all children.

Under the direction of the Headteacher, you will:

- Lead Inclusion across the school
  - Determine the strategic development of special education needs and disabilities (SEND) policy and provision in the school
  - To oversee the day-to-day operation of the SEND policy and co-ordination of specific provision to support individual pupils with SEND or other vulnerabilities
  - Assist in the promotion, direction and oversight of high standards of quality first provision securing the best possible outcomes for pupils through effective inclusion
- Be a safeguarding lead Note:

In the context of this job description, pupils falling under the remit of the Inclusion Team include:

- Pupils on the SEN Register
- Pupils with identified specific learning difficulties
- Pupils with identified social, emotional and mental health needs
- Looked after children (LAC) and Post-LAC
- Pupils eligible for free school meals
- Pupils with English as an Additional Language (EAL)
- Pupils with any other identified vulnerability

As Inclusion Lead, you will be required to meet the general requirements of this post as specified in the School Teachers' Pay and Conditions Document as well as the particular expectations of this post.

## **Main Responsibilities:**

### **Inclusion:**

- Working with the Deputy Headteacher to have an overview of Pupil Premium numbers and trends, ensuring funding opportunities for the school are utilised
- Liaison with staff, parents, external agencies and other schools/settings to co-ordinate their contribution, provide maximum support and ensure continuity of educational provision for pupils
- Oversee the Early Help Provision
- Overview and management of all external therapists and pupil-facing intervention staff, ensuring efficiency and strong outcomes for pupils
- Liaison with Virtual Schools, Local Authority, CAMHS, SALT and other similar organisations around pupil caseloads and interventions offered
- As the designated teacher for Looked After Children, lead and coordinate all the provision for LAC pupils including writing their Personal Education Plans (PEPs), applying for additional funding, meetings with social care, tracking their progress and putting interventions in place when necessary
- Overview and management of all internal intervention staff, such as SENDCO, Pastoral & Safeguarding Manager, Learning Mentors, Safeguarding, Welfare & Attendance Officers
- Coordinating the use of Provision Map, ensuring it is being used effectively to develop individual learning plans and record, track and monitor the effectiveness of interventions
- Liaise closely with the Deputy Head Curriculum Leader, Data and Standards to ensure all groups of pupils are making progress and where there are concerns i.e. academically or pastorally support is put in place
- To liaise with other professionals to ensure that the school contributes to inter-agency working which includes providing a coordinated offer of early help and contributing to inter-agency plans to provide additional support to children who are subject to child protection plans, children in need or looked after
- Work with the EAL Leader to oversee provision and support pupils with EAL

### **SEND:**

- Strategic overview and management of all statutory SEND Processes (i.e. Annual Reviews) in line with the SEND Code of Practice 2015
- Lead new pupil inductions, in conjunction with the SENCO and teaching staff
- Management of the statutory EHCP consultation processes
- Management/Evaluation of High-Needs Top Up funding
- Strategic overview of Local-Authority SEND Services (I.e. Educational Psychology Service) including buy-ins and quality-control of work commissioned
- Work closely with the Deputy Head Curriculum Leader and SEND Leader to analyse data and review the needs, progress and targets of pupils with SEND
- Work closely with the Deputy Head on Teaching and Learning to:
  - advise and contribute to all aspects of effective SEND CPD for staff
  - monitor and evaluate classroom practice
  - leading training, coaching and support for staff where necessary particular in

relation to **quality first teaching** for SEND

- Line Management of **SEND Leader and Pastoral & Safeguarding Manager** supporting with daily caseloads where needed when complex/additional support is required
- Line management of the **SEND TA Team** ensuring purposeful CPD
- Provide regular information to **Senior Leadership Team and governors** on the effectiveness of SEND provision and outcomes

### **Safeguarding:**

- To lead all the Child Protection and Safeguarding procedures in the School and be the named DSL on the senior leadership team
- To act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies
- To monitor the keeping, confidentiality and storage of records in relation to child protection which are kept separate from pupil records
- To work alongside the Pastoral and Safeguarding Manager, who is the main point of contact for parents, pupils, teaching and non-teaching staff and external agencies in all matters of child protection
- To refer all cases of suspected abuse to the local authority children's social care
- To maintain an ongoing training programme for all School employees, Governors, volunteers and other individuals working at the school, including induction training for all such individuals, and provide annual updates
- To liaise with the Local Authority Designated Officer (LADO) where appropriate
- To keep parents informed of action to be taken under these procedures in relation to their child in accordance with the safeguarding (child protection) policy
- To monitor records of pupils in the school who are subject to a child protection plan to ensure that this is maintained and updated as notification is received
- Where appropriate, to take part in child protection conferences or reviews
- Working alongside the Pastoral & Safeguarding Manager to ensure social care are informed in writing when a child who is subject to a child protection plan moves to another school and to ensure the secure transfer of the child protection file to the pupil's new school (and that it is sent separately from the main pupil file)
- To liaise with the police if a child is deemed to be at risk of radicalisation
- Ensure all our e-safety practice are robust including providing online safeguarding advice, support and training for all stakeholders
- Keep and maintain records of staff training on child protection and safer recruitment procedures
- With support from the Headteacher and School Business Manager, notify the Disclosure and Barring Service if the School ceases to use the services of a member of staff (or a governor or volunteer) because they are unsuitable to work with children

### **Leadership and Management:**

- Make significant contributions to meetings of the Senior Leadership Team and Extended Leadership team
- Contribute to the day to day organisation of the school and ensure it functions efficiently and effectively
- Be a highly visible presence around the school and model expectations of staff and pupils
- Leadership of the school's Inclusion, SEND and Safeguarding policies: its monitoring, review and evaluation
- Support the middle leaders and senior leaders to ensure all pupils make good or better than expected progress based on their starting points

- Make a significant contribution to the Governors' Monitoring visits, including appropriate documentation
- Make a significant contribution to the school's self-evaluation process, including the SIP and SEF
- Ensure the website is up to date with all information and policies that are relevant to this role
- With the Headteacher, ensure the effective implementation of the School's Performance Management Policy
- Participating in external networks such as Inclusion, SEND, Safeguarding to share and strengthen practices
- Remain positive at all times and lead staff by example
- Keep up to date with all local and national guidance in relation to this role
- Assume any other responsibilities as may reasonably be required by the Headteacher

**By leading, developing and enhancing the teaching practice of others the post holder will:**

- Maintain personal expertise and share this with other teachers and support staff
- Act as a role model of good classroom practice for other staff, modelling effective strategies with them
- Monitor and evaluate standards of teaching, identifying areas of improvement
- Plan and implement strategies to improve teaching where needs are identified

**Other Duties:**

- To undertake such other duties, training and/or hours of work as may well be reasonably required and which are consistent with the role
- To participate in performance management arrangements
- To adhere to published school policies and procedures
- To attend regular meetings with line manager
- In all aspect of the role support the pastoral and academic progress of pupils

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all the tasks that the Inclusion Lead will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the Headteacher.

Whitmore Park Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. The postholder's responsibility for promoting safeguarding the welfare of children and young people for who they come into contact with will be to adhere to and ensure compliance the school's safeguarding policy and procedures.

If, in the course of carrying out the duties of the post the postholder becomes aware of any actual or potential risks to the safety or welfare of children in this school they must report any concerns the Designated Safeguarding Lead.

Person Specification		
	Essential	Evidence
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>● Qualified Teacher status</li> <li>● Satisfactory enhanced DBS</li> <li>● Valid work visa</li> <li>● Evidence of commitment to further professional development</li> <li>● Leadership qualifications or training (desirable)</li> </ul>	Application Form, certificates and Police checks
<b>Experience</b>	<ul style="list-style-type: none"> <li>● Consistently good/outstanding teaching and learning observations and work scrutiny feedback</li> <li>● Proven track record of improving outcomes for pupils</li> <li>● Teaching and improving outcomes for pupils with SEND</li> <li>● Involvement in work related to raising levels of achievement</li> <li>● Leading the development of a curriculum area or school initiatives</li> <li>● Experience of managing/leading colleagues</li> <li>● Experience of working in a primary school</li> </ul>	Application Form, Task, References and Interview
<b>Knowledge and Understanding</b>	<p><b>1. Assessment</b></p> <ul style="list-style-type: none"> <li>● Assessment for Learning</li> <li>● Formative and Summative assessments</li> <li>● National attainment expectations at the end of each key stage</li> <li>● Progress measures</li> <li>● Using assessment information to raise standards</li> </ul> <p><b>2. Teaching and Learning</b></p> <ul style="list-style-type: none"> <li>● High expectations of all learners</li> <li>● Establishing positive, supportive relationships with children</li> <li>● A wide range of teaching &amp; learning strategies and methods</li> <li>● A clear understanding of what good and outstanding teaching and learning looks like</li> <li>● A stimulating and purposeful learning environment appropriate for the needs of the child</li> <li>● Evidence of good pupil achievement and well-being</li> <li>● Outstanding planning, marking and feedback</li> </ul> <p><b>3. Curriculum</b></p> <ul style="list-style-type: none"> <li>● A sound grasp of the national curriculum</li> <li>● Excellent subject knowledge of English and Maths</li> <li>● The importance of a broad and balanced curriculum</li> <li>● Awareness of effective sequencing and progression of knowledge and skills</li> </ul>	Application Form, Interview, lesson Observation and references

	<ul style="list-style-type: none"> <li>● Child initiated and independent learning</li> <li>● The importance of developing learning and life skills</li> </ul> <b>4. Safeguarding &amp; SEND</b> <ul style="list-style-type: none"> <li>● Full understanding of statutory safeguarding practice in schools</li> <li>● Full understanding of the SEND Code of Practice</li> </ul>	
<b>Skills and Abilities</b>	<ul style="list-style-type: none"> <li>● Highest level of professional conduct</li> <li>● Proven ability to establish and maintain collaborative working with a wide range of other professionals, as part of the delivery of multi-agency support services</li> <li>● Effective communication skills (both orally and in writing)</li> <li>● Maintain good personal relationships within a team</li> <li>● Engage and communicate with a variety of stakeholders: parents, professionals, team members, children</li> <li>● Proven ability to prioritise and organise</li> <li>● Ability to demonstrate impact within their current role</li> <li>● Desire to lead others and share good practice</li> <li>● Skills to lead on an area of the curriculum</li> <li>● Proven ability to appreciate new technology and understand its usefulness within an educational environment</li> <li>● Understand and adhere to school policy</li> <li>● Plan effective learning opportunities that are grounded in sound assessment</li> <li>● Track pupils' achievement and ensure that children make progress within every lesson</li> </ul>	Application form, interview, task and references
<b>Personal Characteristics</b>	<ul style="list-style-type: none"> <li>● Honesty and integrity</li> <li>● Determined and resilient</li> <li>● Positive and enthusiastic</li> <li>● Organised</li> <li>● Resourceful</li> </ul>	Interview & lesson Observation, task and references
<b>Commitment to and awareness of Equal opportunities issues</b>	<ul style="list-style-type: none"> <li>● Proven ability to demonstrate awareness of the principles of and commitment to the promotion of equality of access and opportunity for children, to overcoming obstacles/barriers to this and to review practices which are counter to it</li> </ul>	Application Form, interview, lesson observation and references
<b>Commitment to and the promotion of Health &amp; Safety at work</b>	<ul style="list-style-type: none"> <li>● Proven ability to demonstrate commitment to the promotion of safe working practices and the provision of a safe learning environment for pupils</li> <li>● Proven ability to develop strategies for risk assessment and to evaluate risk to oneself and to others and to take appropriate action</li> </ul>	Application Form, interview, lesson observation and references