Job title:	Inclusion Manager & SENDCO
Reports to:	Head of Inclusion
Business area:	Inclusion
Responsibility for others:	Yes

JOB DESCRIPTION

Purpose and context:

To ensure that the SENDCo statutory duties outlined within the SEND Code of Practice: 0-25 years are complied with.

To lead a team of staff to provide an outstanding student experience for all students with SEND.

To facilitate and advise on inclusive practice and quality first teaching within the classroom for a cohort of students within set curriculum areas.

Plan, monitor, co-ordinate and quality assure support for a cohort of students with complex needs.

Ensure each local authority's deadlines are met with regards to submission of minutes, reports, EHCPs and requested information.

Ensure an efficient and high quality ALS service by being an excellent communicator, being proactive and innovative, taking the initiative to solve problems.

The following list is intended to give an indication of the range of duties and responsibilities attached to the post of SENDCo and does not attempt to specify all aspects of the role.

Main duties and responsibilities:

Support for Students

To lead and manage the planning, preparation and delivery of high quality learning support in a variety of contexts and through a range of delivery methods, i.e. one-to- one, small group teaching, study skills support, class teaching, development of materials.

Identify additional learning needs through personal and comprehensive assessment of students at the point of application or referral to the service and plan to implement support through deployment of staff and /or appropriate resources.

Develop innovative approaches, including the use of e-learning tools/resources and assistive technology to service delivery and support. To facilitate accessibility and inclusivity to meet the needs of our students, and increase student achievement.

Promote and facilitate awareness of Special Educational Needs throughout the College, to ensure it is fully integrated into the curriculum and promote Inclusive Pedagogies through coaching and support for staff.

Provide coaching and support to Curriculum Managers to enable their development of inclusive curriculum design and delivery.

Design and deliver impactful CPD related to SEND and Inclusion for colleagues within the department and across the Group.

To work with curriculum staff and managers to ensure that individual student needs are met by understanding individual learning needs and developing appropriate materials.

To maintain accurate and auditable learning support records and to develop and ensure the implementation of systems to assess, monitor and track students learning support needs and arrangements.

To work in consultation with parents and liaise with colleagues as needed to ensure the effective delivery of learning support service

To work in consultation with feeder schools to ensure a smooth transition to college for SEND students

Ensure accurate and timely completion of EHCP annual reviews in line with statutory time frames.

Lead on securing specialist assessment of students and prospective students with Education, Health and Care Plans.

Track the data of high needs student attendance, achievement and retention, including predictions with College systems and curriculum managers every half term to ensure high needs students achieve their learning goals.

Ensure the HUB is working effectively and strategies to remove barriers to learning for individual students using the HUB are conveyed to teaching staff and embedded in the classroom.

Ensure facilities for ASD students are working effectively and strategies to remove barriers to learning for individual students using ASD facilities are conveyed to teaching staff and embedded in the classroom.

To keep up to date with matters relating to additional learning support, including legislation, funding and models of best practice.

To ensure that Preparing for Adulthood activity is designed and delivered in line with student need. To oversee the accurate recording of progress towards PfA and EHCP outcomes.

To ensure that all students have targets set and reviewed that are motivational and supports them to achieve their potential.

Human Resources

Planning and monitoring the core and flexible staffing needs of the area and ensuring that staffing costs remain within budget

Ensuring staffing resources are deployed efficiently and effectively, fully utilising staffing hours

Manage and fully utilise designated Administration staff, ensuring that they follow standard working practice, the same as other SENDCO Administrators within the ALS Service.

To provide full line management to a team of staff, overseeing all elements of their recruitment, performance management and personal support (where needed).

Lead on all aspects of the learner journey for students with EHCPs and / or SEND and provide updates to Head of Inclusion on student progress.

To be responsible for the learner experience ensuring the highest levels of satisfaction for all students ensuring the learner voice is heard and acted upon.

To carry out full and timely reviews of line managed staff and ensure that all members of the team are carrying out duties in line with the Departmental targets.

To liaise with the curriculum managers in relation to planning the work of the ALS team to ensure that students receive the maximum benefit from the College's support services.

To monitor performance targets (e.g. recruitment, retention and achievement targets for students) taking action, as necessary to address underperformance within agreed timescales.

To establish and maintain professional relationships and enhance the team's performance and its accountability.

To provide information to the Head of Inclusion to ensure that additional learning support is allocated appropriately and within budget.

To work with other SENDCos to participate in Open Evenings, Parents' Evenings, student interviews and enrolment.

To lead and manage the timetabling for the area to fully utilise the rooms and facilities, managing allocated budgets and the deployment of staff and physical resources effectively.

Attend external network meetings and ensure that there is a strong representation to Inclusion staff at College events.

To ensure that the College provides a healthy, safe environment for its students without barriers to their full participation in College life and in the opportunities the College can offer.

Personal & Professional Development

Participate actively in the Group's performance and development review programme and undertake appropriate staff development activities that support personal development and fulfil the corporate objectives and values of the Group.

Undertake appropriate learning and development including any academic, vocational and professional updating, and legal compliance training relevant to the post which fulfils the objectives of the Group.

Participate in a minimum of 30 hours (pro rata for part time) per year learning development.

Responsibilities of all employees within the Group:

- Demonstrate a commitment to Group values.
- Undertake a proactive approach to safeguarding and promoting the welfare of all students, ensuring personal compliance with all Group policy and procedure relating to the safeguarding of students.
- Be alert to any indication or allegation of abuse and take appropriate action as necessary.
- Are committed to upholding British Values, celebrating equality and diversity and maintaining a culture of respect and tolerance.
- Celebrate and value the diversity brought to our workforce by individuals, providing positive role models and an all-inclusive approach.
- Act in accordance with data protection legislation at all times.
- Participate in team meetings and development opportunities as identified.
- Ensure the health and safety of students, staff and resources with their scope of responsibility.
- Ensure risk assessments are undertaken, updated and submitted in line with Group policy.
- Ensure students receive a positive introduction into College life through involvement in all identified aspects of the enrolment process.

Our Values:

Our values act as the moral compass for our organisation. They encapsulate the way we do things, how we behave and how we make our decisions. These are the values we stand behind

Respect
We clearly communicate with transparency and integrity and show kindness and passion for the things we do

Inclusion
We create a safe and sustainable environment where all can thrive, enabling creativity and individuality

Ambition
We aspire for excellence, continually growing and looking for opportunities to innovate and develop

Collaboration
We take individual and collective accountability and work together to seize opportunities to continuously improve

This Job Description is intended to provide a guide to the duties and responsibilities of the post and to set in context within which the post holder will operate, duties may vary from time to time without changing the general character of the post. It should not be regarded as a legal document or a set of conditions of service.

An appointment to this post will be subject to: an enhanced disclosure from the DBS, Children's Barred List (List 99) check, receipt of two satisfactory references, provision of evidence of identification and right to work, evidence of essential qualifications and also medical clearance.

Please note that due to the volumes of interest and applications, we are unable to give individual feedback to applicants where they have not been shortlisted and selected for interview.

Person Specification: Inclusion Manager & SENDCo		
NOTE TO APPLICANTS – please ensure you note in your online application form how you meet the criteria below. This is used for shortlisting purposes.	**Criteria: Essential Desirable**	**Assessed: Application Interview Task References**
Qualifications and Training:		
GCSEs in English and Maths A*-C/9-4 or equivalent	Essential	Application
SENDCo qualification (or willing to undertake within the first three years in post)	Essential	Application
PGCE/Teaching Qualification	Essential	Application
Qualification in SEND Support	Desirable	Application
Safeguarding and Prevent training (or to be completed within one month of appointment)	Essential	Application
Relevant Experience:		
Experience of leading a team of staff	Essential	Application, Task
Experience of identifying the additional neds of learners and producing individual outcomes/plans	Essential	Application, Interview
Experience of planning and delivery of support in one-to-one and group situations to learners with additional support needs	Essential	Application, Interview
Experience of planning and implementing adjustments as required under DDA legislation	Essential	Interview
Experience of working with high needs students	Essential	Application, Interview
Experience of working with young people with social, emotional and behavioural difficulties	Desirable	Application, Interview
Experience of working with internal and external agencies in planning or delivering support for learners	Desirable	Application, Interview
Contribution to EHC Plan, CAF and Children in Need meetings	Desirable	Application, Interview
Skills and Knowledge:		
Ability and willingness to plan and manage support for learners with a range of support needs including, for example, ADHD, dyslexia, ASD, mental health needs, literacy and numeract support, deaf/hard of hearding/defened, visually impaired/blind	Essential	Application, Interview, Task
	Essential	

Ability to make judgements on the most efficient and effective use of available resource and to operate with a budget	Essential	Application, Interview
A working knowledge of the SEND Code of Practice	Essential	Interview
Ability to manage expectations of individuals and parents in relation to available support whilst maintaining confidence in the Group	Essential	Application, Interview
Ability to deploy finite resources to maximise positive impact on retention and achievement	Essential	Interview
Ability to use interventions to de-escalate high levels of anxiety linked to social, emotional and behavioural difficulties	Essential	Application, Interview
Ability to be an effewctive line manager, including robust performance management to ensure high service standards	Essential	Application, Interview
Understanding of ALS funding methodologies and audit requirements	Essential	Interview
Ability to form and maintain appropriate relationships and personal boundaries with all students	Essential	Interview, References
Ability to solve problems and make decisions independently		Interview, References
<u>Additional Factors:</u>		
A flexible approach to working practices	Essential	Interview
Adaptable to change	Essential	Interview
Works effectively as a member of a team	Essential	Interview, References
To work with a proactive approach	Essential	Interview
A commitment to the principles of Equality and Diversity	Essential	Interview
As the Group is a multi-campus site, flexibility and willingness to work across all sites is required	Essential	Interview

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