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| Job title: | Inclusion Manager |
| Reports to: | Director of Inclusion |
| Business area: | Inclusion |
| Responsibility for others: | Yes |

JOB DESCRIPTION

Purpose and context:

To lead a team of Inclusive Learning Mentors to provide an outstanding student experience for all students with SEND and other vulnerable characteristics.

To design and implement a robust programme of development for teachers and leaders with regard to inclusive teaching practices.

To facilitate and advise on inclusive teaching and learning practices for teachers and managers across all curriculum areas.

Analyse, review and report on student needs and practices in place to remove learning barriers as needed.

Ensure curriculum departments have the confidence and ability to carry out assess, plan, do, review in line with the SEND Code of Practice and create Individual Study Plans as needed.

Ensure an efficient and SEND Support 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 Inclusion Manager and does not attempt to specify all aspects of the role.

Main duties and responsibilities:

Effectively lead a team of SEND Specialists to ensure targeted support for individual departments and wider CPD opportunities in line with the SEND Reforms.

To lead and manage the development of a thorough assess, plan, do, review process that is effectively embedded in everyday practice.

Design and deliver training in line with individual departmental / student needs and measure impact and success regularly.

Identify learning barriers through personal and comprehensive assessment of students at the point of application or referral to the service and plan to implement support through engagement with curriculum teams.

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.

Design and implement the introduction on Individual Support Plans and manage the process to ensure consistency and accuracy.

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 and teachers to enable their development of inclusive curriculum design and delivery.

Design and deliver impactful CPD related to SEND and Inclusion for colleagues 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 records of SEND and other vulnerable characteristics and regularly report to the Director of Inclusion with themes or trends to be explored.

To work in consultation with parents and liaise with colleagues as needed to ensure the effective support of students.

To work in consultation with feeder schools to ensure a smooth transition to college for SEND students and those with other vulnerable characteristics

Track the data of SEND 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.

To keep up to date with matters relating to SEND Reforms, 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 ensure that all students have targets set and reviewed that are motivational and supports them to achieve their potential.

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

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

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

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 | | |
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| 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 |
| <u>Qualifications and Training:</u> | | |
| Degree in relevant subject | Essential | Application |
| PGCE / Teaching Qualification | Essential | Application |
| GCSE grade A*-C / 9 -4 in English and Maths or equivalent | Essential | Application |
| Safeguarding Awareness and Prevent training (or to be completed within one month of appointment) | Essential | Application |
| Qualification in SEND | Desirable | Application |
| <u>Relevant Experience:</u> | | |
| At least 3 years teaching experience with a SEND specialism | Essential | Application, Task |
| Experience of leading a team of staff | Essential | Application, Interview |
| Experience of identifying the additional needs of learners and producing individual outcomes/plans | Essential | Application, Interview |
| Experience of planning and implementing adjustments as required | Essential | Interview |
| Experience of working with SEND 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 |

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