

Job Description

Post Title: Inclusion Leader

Contract: Permanent, Term-Time Only Plus 5 days

Line Manager: Headteacher

Pay Range/Grade: Band 8, SCP17-22

Location: Bradford AP Academy

Hours of Work: 32.5 hours per week

Purpose of the Role:

To develop and maintain effective and supportive relationships with pupils and those engaged with them by removing barriers to learning in order to promote effective participation, enhance individual learning, raise aspirations and achieve their potential. Responsible for leading, developing and implementing inclusive practices throughout school.

Supervision and Guidance:

- To work under the instruction and guidance of the Headteacher and senior staff.

Key Responsibilities:

- To monitor children's wellbeing and school attendance and support parents/carers to ensure their child's wellbeing and attendance are maintained to an appropriate level.
- To monitor children's behaviour and attitude and support parents/carers to ensure their children behave within the accepted norms of the behaviour code of the setting that they attend.
- Improve levels of communication between home and school to remove barriers to success by providing an informal interface with families and acting as a trusted intermediary and initial point of contact.
- Be responsible for organising own work agenda, time management and administration to meet the needs of the caseload.

Support for Pupils:

- Establish productive working relationships with pupils, acting as a role model that promotes positive values, attitudes and behaviour that encourages pupils to interact and work cooperatively with others.
- Deal promptly with conflict and encourage pupils to take responsibility for their own behaviour throughout school, during lessons and in the community.
- Be an advocate for the pupil's best interests and engage all stakeholders to support achieving them.

- Provide informal support for crisis and trauma, including signposting/referring to specialised services.

Support for the School:

- Contribute to the development, implementation and monitoring of the Student Inclusion Record, identifying areas for improvement and responding to any changes affecting successful implementation, in order to ensure effective inclusion of the pupil.
- Support and assist the development and implementation of programmes to support times of additional strain on parenting in order to meet the learning needs of the child, both at home and at school.
- Assist in identifying and developing opportunities for parents and families to become involved in the life of the school/BAPA, including attending parents' evenings, meetings and events such as reward assemblies at the school and act as parent volunteers in the school.
- Attend meetings and carry out visits as required to support effective working.
- Work as part of the team of agencies involved with a child/family, liaising with team leaders, schools, BAPA, health workers and parental involvement workers to offer a programme of support for families and young children.
- Support schools/BAPA to work together with other providers of parenting support and enable them to develop their extended services for children's mental health, learning and emotional wellbeing in partnership across their geographical area.
- Maintain up to date knowledge and work closely with the existing support available to parents/carers and school/BAPA staff within the local community area to signpost any of these individuals to relevant agencies for advice and guidance as soon as possible and avoid duplication.
- Keep accurate and appropriate records of activity to allow for monitoring and evaluation, including the collection of information about the effectiveness of the school's / BAPA's work with parents/carers, families and communities, e.g. surveys and evaluation of parental involvement.
- To support with attendance across sites during the exam season.
- To become an invigilator to support with the supervising of examinations during the exam season.

Extending Support for learning, participation and social inclusion

- Engage hard-to-reach families and support them in accessing services that will help to improve opportunities for families and their children.
- Be the lead professional and attend case conferences or relevant support/cluster groups when required.
- Promote family learning by engaging parents as co-educators of their own children by providing information about the school and community facilities to support families in developing learning at home.
- To initiate and support parents/carers in building their engagement and involvement with their child's learning.
- To keep up to date and provide information about relevant local services available to parents/carers and their families.
- To play a key role with transition work and support the family, receiving school / provision and student by making the move successful.

Working in Partnerships



- To work in partnership with parents/carers, external agencies, schools and BAPA to support the inclusion of young people using solution focused approaches that will break down barriers.
- To support safeguarding by working in partnership with the Designated Safeguarding Leads and external agencies to deliver strategies that monitor, record, communicate and act on safeguarding concerns.
- Work with parents/carers to support their engagement in their child's success within school.
- Engage and involve senior colleagues, multi-agency and other key stakeholders, and assist in securing adequate strategic and operational resources.
- Work closely with health workers, other professionals and local community groups to facilitate for availability of relevant support for families.
- Support families in developing partnerships with professionals, which promote children's learning, development and wellbeing.

Maintaining Professional Competencies

- To operate within agreed legal, ethical and professional boundaries when working with children and young people and those involved with them.
- Ensure high level of professional competences by attending regular training, undertaking further qualifications and self-study.
- Provide advice and contribute to specialist training programmes for school staff and local learning mentor networks on social and emotional aspects of care, guidance and behaviour management.

Safeguarding and Compliance:

- Work in line with statutory safeguarding guidance (e.g. Keeping Children Safe in Education, Prevent) and our safeguarding and child protection policies.
- Safeguarding the welfare of pupils and reporting any concerns to the Deputy Headteachers and/or Headteacher.
- To be aware of the school's duty of care in relation to staff, students and visitors and to comply with the health and safety policy at all times.
- Promote the safeguarding of all pupils in the school.

Intermediate Threshold Fluency Duty Required:

In line with the Immigration Act 2016; the Government has created a duty to ensure that all Public Authority staff working in customer facing roles can speak fluent English to an appropriate standard.

The post holder should demonstrate:

- They can express themselves fluently and spontaneously with minimal effort and,
- Only the requirement to explain difficult concepts may hinder a natural smooth flow of language.

This job description should be seen as enabling rather than restrictive and will be subject to regular review.



Person Specification

Area of specification	Essential/ Desirable	Method of Assessment
<p>QUALIFICATIONS</p> <ul style="list-style-type: none"> • GCSE grade C or above (or equivalent) in Maths and English • Level 4 qualification in education or health or Minimum of 2 year's experience in education, health, social care or youth work • Training in relevant learning strategies e.g. literacy • Educated to degree level or equivalent • Behaviour/Emotional Support Experience 	<p>E E E D D</p>	<p>Application and Interview</p>
<p>EXPERIENCE</p> <ul style="list-style-type: none"> • Experience of working with secondary school age children • Experience of working with pupils with special educational needs, including social emotional and mental health needs • Experience of working as part of a team • Experience of delivering high impact intervention for groups of disadvantaged children • Experience of leading initiatives that have a positive impact for young people • Experience of organising and promoting activities 	<p>E E E D D D</p>	<p>Application and Interview</p>
<p>KNOWLEDGE/SKILLS/ABILITIES (Core competencies)</p> <ul style="list-style-type: none"> • Knowledge and experience of working within school procedures, relevant policies/codes of practice and awareness of relevant legislation • Be knowledgeable on the parent involvement requirements in law • Have an ability to understand pupils who have additional learning needs, special educational needs and SEMH needs. and the issues relating to them • Proven communication, organisational and interpersonal skills • Evidence of ability to work effectively with others • Evidence of ability to meet deadlines and work under pressure • Full UK driver's license and access to own car for business use and hold business insurance cover • Understanding of principles of child development and learning processes as appropriate • Qualification in Mental Health in adolescents or equivalent • Excellent ICT skills including use of Word, Excel and email • Hold a First Aid qualification, or willingness to undergo first aid training 	<p>E E E E E E D D D D</p>	<p>Application and Interview</p>

<p>PERSONAL QUALITIES</p> <ul style="list-style-type: none"> • Have a neat and organised approach to work. • Have a friendly and approachable manner • Be committed to raising standards • Have excellent interpersonal skills • Ability to manage workloads and work calmly under pressure 	<p>E E E E E</p>	<p>Application and Interview</p>
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This job description is not your contract of employment, or any part of it. It has been prepared only for the purpose of school organisation and may change either as your contract changes or as the organisation of the school is changed. Nothing will be changed without consultation. This document must not be altered once it has been signed but it will be reviewed annually as part of the performance management process or as appropriate.

Signature of post holder _____ **Date** / /

Signature of Headteacher _____ **Date** / /

