



Ripon Grammar School

Job Description

Inclusion Manager (incorporating SENCo)

Key Aspects of Role

Promote, direct and have oversight of high standards of teaching and learning, pupil achievement and progression through effective inclusion for students, including those with special educational needs.

Reports To:

Deputy Headteacher [Teaching and Learning]

Line Management:

- School Health Worker
- Teaching Assistants

Terms and Conditions:

- Remuneration: TLR 2.2
- Allowance: 16 periods per week

Professional Attributes and Qualifications:

- National Award for Special Educational Needs Co-ordination
- Good understanding of child development and learning processes
- Knowledge of behaviour management methods
- Good communication skills both on a personal level and with a range of bodies and agencies
- High levels of organisational skills to coordinate intervention and support
- Ability to work alongside and lead a team of teaching assistants
- Willingness to contribute to strategic decision making with regard inclusion

General Responsibilities:

- To undertake the duties and responsibilities of a school teacher as stated in the latest STPC document under the National Conditions of Service for school teachers – further details are outlines in the generic classroom teacher job description for Ripon Grammar School

Key Responsibilities:

Strategic direction and development:

- Support the vision, ethos and policies of the School to secure effective teaching, successful learning and promotion of high levels of achievement and self-esteem for all students irrespective of background, ethnicity, gender or disability
- Evaluate the effectiveness of the School's policies and developments in terms of their impact on students who have special educational needs

- Ensure the effective and proficient use of student data from a variety of sources, both internal and external, in the process of target setting
- Develop and maintain co-ordinated and effective links with parents/guardians, with the LEA and with any external agencies with relevant responsibility for the personal, social and educational well-being of each student with SEN
- Support Senior Leadership Team and Heads of Year in raising the profile of Inclusion, maintaining standards in accordance with the North Yorkshire Inclusion Quality Mark
- Maintain effective links with the Governing Body through regular communication with the link governor
- Support Senior Team and Heads of Year in overseeing the Common Assessment Framework (CAF) as a mechanism for supporting vulnerable students when identified
- Oversee and provide support for students with identified “medical” needs (permanent/temporary) ensuring their needs are met on a day-to-day basis along with an action plan for re-integration (as appropriate) and liaise with Deputy Headteacher [Curriculum] about any adaptation to the curriculum
- Overall responsibility for Looked After Children [LAC]
- Work with Deputy Headteacher [Pastoral] and Heads of Year in monitoring of attendance and liaise with outside agencies as appropriate

Teaching and learning

- Identify and suggest the most effective teaching approaches for those students with individual educational needs
- Monitor teaching and learning activities to meet the needs of students with individual educational needs
- Identify and teach study skills that will develop students' ability to work independently
- Liaise with other schools to ensure continuity of support and learning when transferring pupils with individual educational needs

Recording and assessment

- Set targets for raising achievement among students with special educational needs
- Collect and interpret specialist assessment data
- Set up systems for identifying, assessing and reviewing individual educational needs
- Update the Headmaster and governing body on the effectiveness of provision for students with special educational needs
- Develop understanding of learning needs and the importance of raising achievement among students
- Attend consultation evenings and keep parents informed about their child's progress
- Oversee, in consultation with the Examinations Office, access arrangements for internal and external examinations

Leadership

- Encourage all members of staff to recognise and fulfil their statutory responsibilities to students with special educational needs and disseminate good practice in special educational needs across the School
- Provide training opportunities for learning support assistants and other teachers to learn about special educational needs
- Identify resources needed to meet the needs of students with special educational needs and advise the Headmaster of priorities for expenditure
- Support Heads of Year in co-ordinating appropriate intervention strategies for all identified students (e.g. one-one tuition, wave intervention, etc.)
- Lead and attend appropriate team and staff meetings

To undertake any additional responsibilities as may be reasonably requested by the Headmaster

Appendix

Note: In the context of this Job Description, students with special educational needs are deemed to include those:

- On the School's Special Educational Needs Register;
- Identified specific learning difficulties;
- Identified behavioural problems;
- 'Looked After' students;
- First language is other than English;
- Eligible for free school meals;
- Belonging to minority ethnic groups;
- Belonging to Traveller families;
- Pupils who the Headmaster considers have previously received, for any reason, an inadequate or compromised education.

Updated June 2021