

Head of Inclusion

Job Description and Person Specification

Shoreham College is a dynamic co-educational day school where the happiness, well-being and achievement of every pupil, from 3 to 16, is central to our inclusive ethos. Our inclusion, led by the Head of Inclusion, is crucial to ensuring every pupil succeeds to the best of their ability.

This is an exciting position for an ambitious practitioner, who will lead the strategic direction of the SEN provision within the College. The ideal candidate will have completed additional training relevant to working with educational special needs and disabilities. Excellent communication and interpersonal skills are essential along with the ability to develop positive and effective relationships with pupils, staff and parents. In addition, the Head of Inclusion will undertake a small teaching commitment within the College.

Reports to: Assistant Principal Academic

Key responsibilities:

- Oversee support for pupils with special educational needs, ensuring that it enables pupils to make the most of their individual abilities, from EYFS to KS4;
- Oversee the range of support provided for pupils with SEND;
- Seek pre-emptive information for new entrants with established SEN and recommend whether the College can meet their needs;
- Liaise with the Assistant Principals at the beginning of the year, to ensure that all new entrants receive support if that has been recommended during the admissions process;
- To support across the College with pupil transfer through the Key Stages and transition to and from the College;
- To lead and line manage the Achievement Coordinator and the Exams Access Arrangement Coordinator;
- To coordinate and manage the provision of Access Arrangements across the College. To work with the Exams Access Arrangement Coordinator and Examinations Officer to ensure provision for pupils with additional needs across examinations is effective. Ensure all associated paperwork, including communication with parents, timetabling and organisation of readers/scribes/promoters are in place throughout the academic year;
- Ensure individual screening and literacy attainment assessments arising from internal referrals are conducted;
- Analyse results from the annual standard ability tests for all year groups and ensure that the College's Management Information System is up to date with this information and to alert staff when it is available;
- Produce the Special Needs Register and update as required;
- To manage the EHCPs of pupils across the College, completing all associated paperwork in good time, arranging Annual Reviews and liaising with external agencies as and when required to do so;

- Ensure that all those who have a special educational need are assessed by an Educational Psychologist, as appropriate, and to discuss the process, feedback and support with the parents;
- Check all pupils who require them, have Learning Support Plans that are regularly updated and shared with staff;
- Have responsibility for the implementation of SENDA (Special Educational Needs Disability Act) with regard to pupils and to encourage regular updating of knowledge available on special educational needs, disability and gifted & talented both by sharing expertise and by attendance at CPD courses;
- To be the named SENCO for the purposes of the EYFS regulation 3.68;
- Act as an advocate for pupils on the Special Needs Register;
- Ensure that all departmental documentation meets statutory and ISI requirements;
- To report annually on LS provision, or as requested, to the governing body;
- To maintain the departmental budget, including re-application for the budget on an annual basis;
- Attend Parents' Evenings and Open Days;
- Attend the Multi Disciplinary Team meeting and relevant pastoral meetings as required;
- To attend weekly staff meetings and staff briefings in both the Junior School and Senior School;
- To represent the department at HoDs meetings throughout the academic year in both the Junior and Senior School;
- Provide information to teaching staff, in general, on the special needs they may encounter, for example lists of dos and don'ts etc, ideas on differentiation and strategies for learning;
- To update knowledge with refresher courses, liaison with other schools and background reading;
- To provide INSET, as requested, for all staff in both the Junior and Senior Schools;
- Maintain close communication with current and prospective parents, ensuring that relevant information is communicated with them;
- Oversee Gifted and Talented provision within the College.

Additional Duties:

The above list is not exhaustive but is by way of example only. Responsibilities and duties may vary from time to time as the position evolves.

Candidate Specification:

Essential Education and Qualifications:

- Holds qualified teacher status;
- Has completed additional training relevant to working with children with special educational needs and disabilities e.g. national SENCO qualification and/or Level 5 qualification in teaching children with Specific Learning Difficulties and NASENCo.;
- Qualified at Level 7 as a specialist assessor for Access Arrangements.

Experience and Skills:

- Relevant experience of, and associated annual update training for, the completion of Access Arrangements applications;
- Can evidence experience working with pupils with a broad range of additional needs in a range of contexts;
- Can evidence experience delivering a range of intervention programmes both to individual students and to groups;
- Strong written and spoken English skills;
- Experience of teaching at Junior or Senior level and a willingness to engage and develop expertise across EYFS to KS4;
- Confident use of IT.

Personal Qualities:

- Must have excellent communication and interpersonal skills, able to develop positive and effective relationships with pupils, staff and parents;
- Must be organised, flexible and be able to take the initiative;
- Must be happy working as a part of a team, supporting others and sharing practice.