

WALBOTTLE CAMPUS

DIRECTORATE:	Education and Libraries
SCHOOL:	Walbottle Campus
POST TITLE:	Inclusion Manager
SCALE:	TLR 1b
RESPONSIBLE TO:	Deputy Head Teacher
RESPONSIBLE FOR:	<p>To manage the day-to-day Inclusion Agenda incorporating delivery of high quality learning, teaching and support taking into account Every Child Matters and Special Educational Needs:</p> <ul style="list-style-type: none"> • Leading learning: - monitoring the use of data and assessment strategies to measure student progress. • Leading teaching: - developing the teaching practices of others, through review, staff development and recognition. • Leading curriculum development: - accountability for reviewing, planning and implementing changes of curriculum delivery. • Leading staff: - having line management responsibility for SEN Teachers, Higher Level Teaching Assistants and Learning Support Assistants.
MAIN DUTIES:	The following list is typical of the level of duties, which the post holder will be expected to perform. It is not necessarily exhaustive and other duties of a similar type and level may be required from time to time.

Key responsibilities:

Leading learning:

- To lead and manage the diagnosis of individual student needs, regular reviews and appropriate feedback.
- To lead and manage provision and interventions for students with individual needs including Gifted and Talented.
- To develop a departmental ethos of high expectation and achievement that reflects whole school policy and principles.
- To lead the development of Individual Education Plans (IEPs).
- To monitor the progress of specific cohorts of students including SA, SAT, LAC.
- To signpost appropriate provisions.
- To use data to advise Heads of Department on groupings and preferred learning styles and to advise on individual learning targets for special needs students.
- To advise on the implementation of whole school policies of Assessment for Learning and Leading in Learning for SEN students.
- To allocate resources fairly and economically in order to maximise learning.
- To ensure under the direction and guidance of the Deputy Head Teacher that SEN provision mapping is completed to ensure statutory requirements are met.
- To ensure a stimulating learning environment within the department and that current student work is prominently displayed.

- To lead the department's response to Every Child Matters to ensure that learning is inclusive and takes account of the individual needs of all students, ranging from those with learning difficulties to those with special talents.
- To be the lead professional for all matters relating to Special Needs Education.

Leading teaching:

- To maintain high levels of personal subject expertise and to act as a model practitioner, subject trainer and networker in order to identify and share good practice.
- To lead staff in the use of a wide range of approaches to the technology of special needs teaching – monitoring their effectiveness across the curriculum.
- To lead and support staff in the department's implementation of the school behaviour policy.
- To monitor the quality of teaching within the department, to celebrate and disseminate good practice and to challenge poor performance if it occurs.

Leading curriculum development:

- To be an advocate for Special Needs Education, as representative at HoDs, multi-agency, LEA and other meetings as required.
- To develop curriculum provision to ensure the inclusive ethos of the school is maintained and to prepare and lead staff through any changes that occur.
- To manage liaison with primary colleagues in order to ensure curriculum continuity and progression for students with special educational needs.

Leading staff:

- To ensure that new staff, including ITT students, receive a high quality induction programme and have access to the support and training necessary to become happy, valued and valuable members of the department.
- To manage the department's timetable requirements and staff allocations.
- To ensure the quality of staff reports to parents.
- To lead the Appraisal process for department staff, including the identification of their C.P.D. needs.
- To direct other staff, including support staff and learning support assistants, on a day to day basis.
- To monitor the consistent application of whole school policies by staff.

May 2013