

Edward Peake C of E (VC) Middle School



Headteacher: Miss Z J Linington

Potton Road • Biggleswade • Bedfordshire • SG18 0EJ

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This school is committed to safeguarding and promoting the welfare of children and young people and requires all staff to share this commitment.

JOB DESCRIPTION

Job Title: Assistant Inclusion Manager

Responsible to: Headteacher/Deputy Headteacher

The Role

- To assist in managing the provision for pupils identified as requiring additional support in all aspects of Inclusion and to ensure that these pupils receive the support they need to feel happy, safe and secure and to be successful.

Key Responsibilities:

- To assist the Inclusion leads in leading the work of the Inclusion team.
- To support the Inclusion leads to achieve the objectives relating to Inclusion in the School Development Plan.
- To manage appropriate resources for Inclusion and ensure that they are used effectively, efficiently and safely.
- Maintain a thorough working knowledge of the school's policies and procedures relating to Inclusion, including CLA (Child Looked After), PP (Pupil Premium), SEND and Safeguarding and Child Protection.
- To work with the school leadership team and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) and the SEND Code of Practice.
- To develop an excellent knowledge and understanding of educational practices and strategies relating to Inclusion.
- To Keep up to date with any changes to legislation and policy.
- To deputise for the Inclusion leads in all matters relating to individual areas of Inclusion.
- To provide a helpful, friendly and professional service to all stakeholders.
- To undertake any reasonable task, as directed by the Inclusion leads including the Deputy Headteacher.

Specific Responsibilities:

- Share the line management of teaching assistants.
- Be responsible for the administrative functions of the Inclusion department and ensure that all teaching assistants complete all administration requirements as part of their role
- Work with the to develop and implement robust intervention groups and support.
- Work with the SENDCo when identifying the need for, and organising, training for staff.
- Provide information for meetings with the Inclusion governor and HT report to governors.

- Effectively liaise with Year Leaders, Pastoral team and inclusion team to ensure continuity of support and learning when pupils are transitioning to and from the school.
- Liaise with relevant support agencies to ensure that the needs of individual pupils are met effectively.
- Ensure that staff are kept fully informed of pupil's needs and advise on areas of development and support.
- Liaise with and inform parents/carers about the specifics of the Inclusion provision for their child with a focus on CLA, Safeguarding, Mental Health and PP.
- Support the process of testing and access arrangements for key pupils.
- Work with the Deputy Headteacher to manage the Inclusion resources and budget.
- To research, order and prepare resources for the Inclusion department.
- To regularly attend relevant CPD.
- Support LAC, Attendance, PP and Safeguarding Leads within their role.

Monitoring and Evaluating Progress:

- To support the SENDCo to raise standards of pupil attainment.
- Support the SENDCo to use data effectively to track the progress of SEND pupils to secure strong progress and to identify those not making expected progress. Form part of the package of support.
- Support the SENDCo to monitor, evaluate and review interventions, promoting improvement strategies to ensure all groups of pupils, especially those with a range of special educational needs and disabilities, achieve.
- Use standardised tests to monitor progress made in interventions.
- Develop provision mapping across the school.
- Use school systems such as SIMs and Provision Map to keep records up to date.
- To engage with outside agencies to refer pupils for further assessment.
- To evaluate the impact of the quality of provision to SEND pupils through pupil voice, data analysis, teacher feedback and parent / carer feedback.

Communication and Information Sharing:

- Work closely with the wider school community in the development of provision for pupils with SEND.
- Develop strategies to support parents of SEND pupils where support, advice, CPD, and guidance can be offered. Liaise with outside agencies, local authority and other settings to support as appropriate.
- Work with SENDCo to communicate effectively with all stakeholders (pupils, parents/carers, staff, outside agencies) to secure the progress and well-being of students with Special Educational Needs and disabilities.
- Support SENDCo to maintain an effective partnership and outstanding communication with parents and carers to support and improve achievement and personal development.
- Meet with parents for SEND reviews of EHCP pupils on the SEN Register on a regular basis.
- Ensure that accurate and detailed records of meetings and discussions with parents and outside agencies are kept up to date.

Supporting the Pupil Premium Lead:

- To work with the Pupil Premium Lead to coordinate the school's approach to raising the achievement of disadvantaged students in receipt of pupil premium funding.

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- To assist with the control of a clearly identifiable budget for pupil premium budget and ensure the effective use of the budget to achieve the objectives of the PP action plan.
- To provide a summary of pupil progress for the annual pupil premium report to be published on the school website as required by the conditions of the pupil premium grant.
- To ensure that staff are aware of disadvantaged and vulnerable students, their progress and their needs.
- To evaluate the impact of the quality of provision to disadvantaged pupils through pupil voice, data analysis, teacher feedback and parent/carer feedback.

Supporting the Child Looked After Lead:

- Work with relevant professionals, including social workers and school staff, to develop, monitor and review looked after pupils' personal education plans.
- To provide all relevant documentation for meetings with professionals to discuss personal education plans.
- To share responsibility for the development and implementation of the child's personal education plan (PEP) within the school.

AGREED with the Headteacher

on.....

Headteacher.....

Postholder.....