**Job Description:**

**SEND and Inclusion Manager**

Responsible to: Assistant Headteacher (Inclusion) and SENDCo

Salary Scale: Grade 9

Working Time: 35 hours per week; 39 weeks (term time plus Inset days)

Application Deadline - 9 December, at Noon, however we reserve the right to interview candidates as they apply and close the advert early.

**Job Purpose:**

● To support the whole school work of the AHT Inclusion and SENDCo in relation to priority pupils

● To manage the SEND review cycle, and contribute to the SEND Annual Review process

● To manage and deploy support staff, line managing core LSAs under the supervision of the SENDCo

● To liaise with internal staff and external agencies to ensure the needs of students on the SEND register are met

● To work with the SENDCo and Transition Co-ordinator to provide enhanced transition for learners with SEND

● To support all colleagues to identify and meet the needs of our students with SEND

**Principal Responsibilities**

● The day to day management, control and operation of provision within the Faculty, including effective deployment of Learning Support Assistant (LSA) and other support staff and physical resources, and keeping appropriate records

● Under the direction of the SENDCo, to collate and update provision mapping of interventions in school for students with SEND or those who are cared for.

● To manage the SEN Review process so that accurate and up to date student profiles are available and all teachers are supported to act as a reviewer

● To support the Annual Review process for students with an EHCP - taking the lead on a proportion of reviews, funding requests and applications for an EHCNA

● To maintain the SEND and cared for children registers, updating systems and disseminating relevant information as required

● To implement school policies and procedures, including Health and Safety.

● To actively monitor, keep up to date with, and respond to national SEND Code of Practice updates

● To liaise with the Exam Access Arrangements Co-ordinator and the Examinations Officer, and ensure that student profiles are updated in respect of agreed concessions

**Staff Development, Recruitment & Wellbeing:**

● To support with the recruitment, induction, management and professional development of LSAs

● To undertake Performance development reviews and to act as a reviewer

● To be responsible for the day to day redeployment of LSAs

● To support, guide, motivate and inspire team members

● To promote teamwork and effective communications

● To lead/attend, team briefings as required

**Communications:**

● To ensure effective and regular communication/consultation as appropriate with all students on the SEND register and their parents and carers - including chairing annual reviews, undertaking SEN reviews, and attending Parent Carer Evenings and Open Evenings

● To liaise with external agencies, including professional support bodies as well as partner schools and Further Education

● Attend relevant meetings, including e.g. TAF/PEP as appropriate

● To help families/students access other services eg. signposting to the Local Offer

● To contribute to the staff bulletin with relevant information

● To work with Year Teams, providing advice and guidance on students with SEND

**Care, Guidance and Support:**

● To play an active role in providing a welcoming, robust and holistic support service to students with SEND and/or complex needs and their families

● To be a safe space and port of call so that students and families feel supported and heard, triaging as appropriate to colleagues in school.

● To demonstrate unconditional positive regard when working with students, in line with the school’s relational behaviour policy

● To safeguard and promote the welfare of students

**Personal Attributes:**

● Reliability, resilience, diplomacy, confidentiality and sensitivity are essential to this post

● Excellent communication skills, both written and oral

● Excellent organisation skills – able to prioritise workload and competing demands

● Ability to identify student and parent/carer needs quickly and deal with queries

● Able to work independently but also as part of a team

● Flexible approach to working and a good team player

● A role model to peers

**Person Specification - SEND and Inclusion Manager**

| **Criteria** | **Essential** | **Desirable** |
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| **Qualifications, Training and Experience** | ▪Exemplary levels of personal literacy  ▪Educated to A level standards or equivalent, including 5 GCSE at Grade C/Level 4 or Above (which includes Mathematics and English)  ▪Successful and recent school experience, developing trusting relationships with children with SEND or other barriers to learning  ▪Experience of liaising with external agencies and families | ▪ Relevant qualifications and training within SEND  ▪ Experience of managing/supervising other staff members  ▪Experience working with young people of secondary school age |
| **Knowledge and Skills** | ▪SEND Code of Practice  ▪Excellent numeracy and literacy skills  ▪ Good understanding of child development and learning processes  ▪Enthusiasm for working with young people and helping them to succeed  ▪ An understanding of the importance of professional confidentiality  ▪ Ability to use IT effectively to support learning  ▪Ability to manage workload effectively | ▪Experience analysing data to inform next steps |
| **Personal Characteristics** | ▪ Reliability, resilience, diplomacy, confidentiality and sensitivity are essential to this post  ▪ Excellent communication skills, both written and oral  ▪ Excellent organisation skills – able to prioritise workload and competing demands  ▪ Ability to identify student and parent/carer needs quickly and deal with queries  ▪ Able to work independently but also as part of a team  ▪ Flexible approach to working and a good team player  ▪ A role model to peers |  |
| **Safeguarding and Wellbeing** | ▪A commitment to safeguarding duty and promoting children’s wellbeing in accordance with school guidelines  ▪ A commitment to support the school culture which supports the mental health and wellbeing of all members of the community  ▪ To uphold and promote the values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs within the school community | Evidence of CPD undertaken in this area |