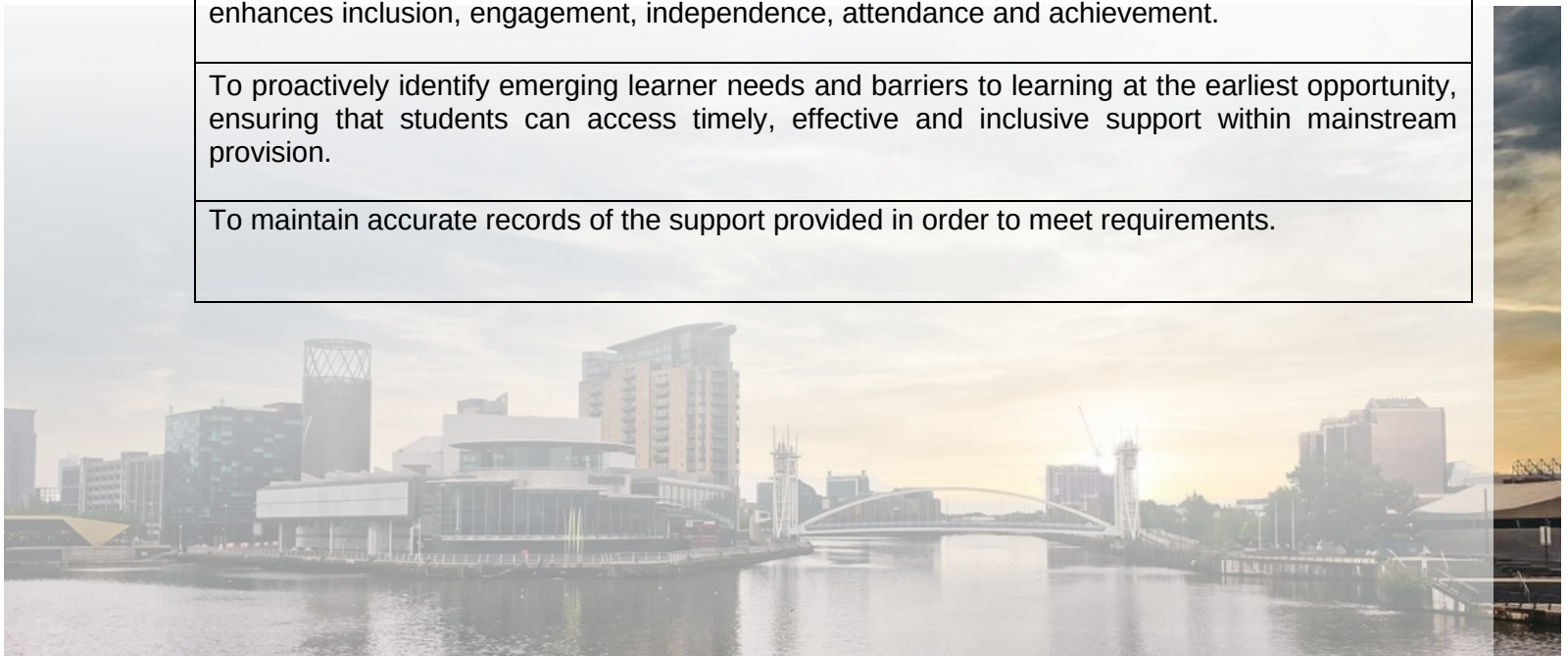
Job Description

Post:	Inclusion Coach
Salary Grade:	Salary Grade: Band 7, scale points 25 - 28
Responsible to:	Assistant Director of Inclusion

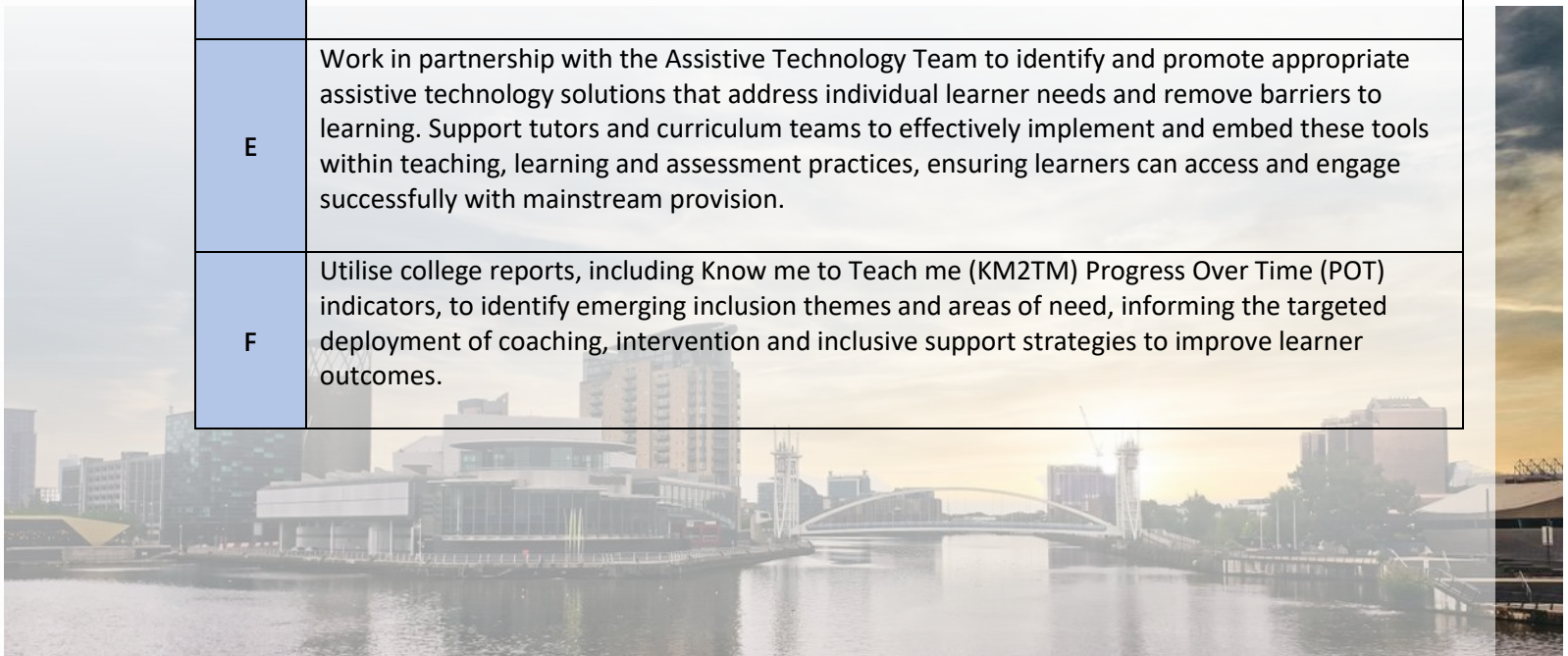
Key Purpose

To support teachers to create inclusive, accessible and engaging classrooms by modelling and coaching evidence-based adaptive teaching strategies, promoting inclusive curriculum delivery, reducing barriers to learning and enabling all learners to succeed within mainstream provision.
Empower learners through co-production and learner voice, developing personalised support that enhances inclusion, engagement, independence, attendance and achievement.
To proactively identify emerging learner needs and barriers to learning at the earliest opportunity, ensuring that students can access timely, effective and inclusive support within mainstream provision.
To maintain accurate records of the support provided in order to meet requirements.

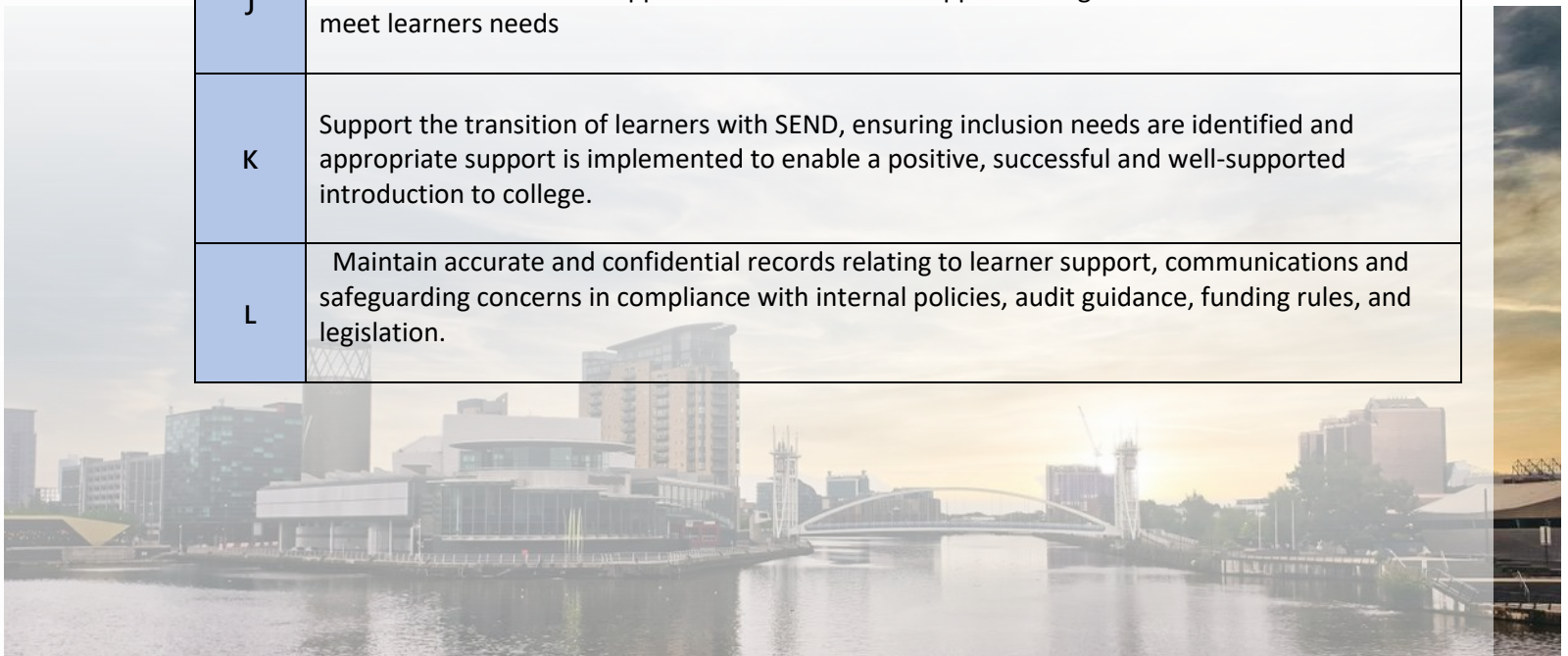


Duties & Responsibilities

A	To provide high-quality, flexible, and learner-centered support that enables learners with SEND to achieve, belong, and thrive within the college environment; including supporting academic progress, personal development, well-being, inclusion, and safeguarding.
B	Work collaboratively with the Advanced Practitioner of Inclusion to identify curriculum areas that would benefit from targeted inclusive intervention and coaching support.
C	Provide in-class guidance, modelling and evidence-based strategies to strengthen inclusive practice, remove barriers to learning and enable learners with additional needs to thrive and achieve within mainstream learning environments.
D	Collaborate closely with tutors and curriculum/pastoral teams to create adaptive teaching strategies (Small Changes BIG Impact); feeding into lesson plans and adapting resources to meet learner needs; ensuring learning is accessible and equitable.
E	Work in partnership with the Assistive Technology Team to identify and promote appropriate assistive technology solutions that address individual learner needs and remove barriers to learning. Support tutors and curriculum teams to effectively implement and embed these tools within teaching, learning and assessment practices, ensuring learners can access and engage successfully with mainstream provision.
F	Utilise college reports, including Know me to Teach me (KM2TM) Progress Over Time (POT) indicators, to identify emerging inclusion themes and areas of need, informing the targeted deployment of coaching, intervention and inclusive support strategies to improve learner outcomes.



G	Deliver targeted early interventions for learners experiencing difficulties relating to: • Social, emotional and mental health (SEMH) • Literacy and communication • Engagement and attendance • Confidence, resilience and self-advocacy • Neurodiversity-related barriers
H	Contribute to the College's graduated response by ensuring support is timely, targeted and outcomes focused.
I	Monitor, record and evaluate the impact of learner-specific interventions and collaborative work undertaken with tutors. Maintain accurate records and provide clear reports on the effectiveness of support strategies, using evidence to demonstrate improved learner engagement, participation and progress, and to inform the ongoing development of inclusive teaching practices.
J	Signpost learners with additional or emerging needs, including those without formal diagnosis to internal and external support services to ensure support arrangements and referrals best meet learners needs
K	Support the transition of learners with SEND, ensuring inclusion needs are identified and appropriate support is implemented to enable a positive, successful and well-supported introduction to college.
L	Maintain accurate and confidential records relating to learner support, communications and safeguarding concerns in compliance with internal policies, audit guidance, funding rules, and legislation.



M	Participate actively in performance development reviews (PDR), team meetings, training, and quality assurance activities to develop skills and share best practice, contributing to the continuous development of inclusive practices and resources across the college.
N	To support retention and achievement collaborate with parents/carers, learning support, tutors, pastoral teams, and external agencies to design and implement effective support plans that remove barriers to learning and participation e.g. providing appropriate emotional support, encouragement and building self-esteem.
O	Support college recruitment offering a high-quality service that promotes learner retention and success including enrolment, induction, transition events and evening open events, as directed.
P	Facilitate learner voice by gathering and feeding back learner views on inclusion, and wellbeing, ensuring their experiences inform continuous improvement.
Q	Work flexibly to meet organisational needs across SCC group and act at all times in accordance with College processes and policies e.g. Health and Safety, Equality & Diversity, Inclusion, Quality Assurance and the College Charter.

Variations to the job description may be required from time to time and when this arises there will be a discussion with the post holder.

All post holders are expected to comply with the College's policies and codes of practice in relation to Safeguarding, Equal Opportunity, Inclusive Learning, Health & Safety and Quality Assurance.

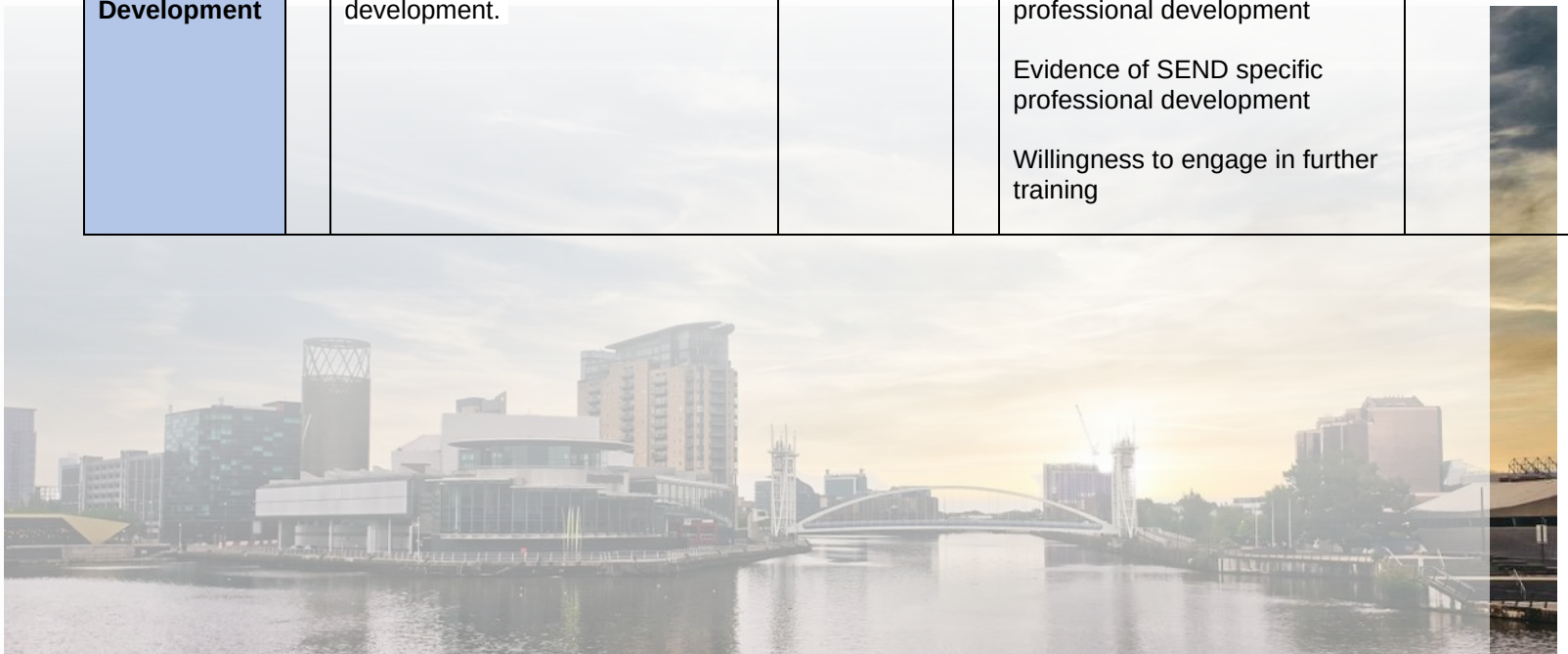
Post holder to sign the job description:
Date:
Name of the post holder:

SCC GROUP
EDUCATION FOR A SUCCESSFUL FUTURE

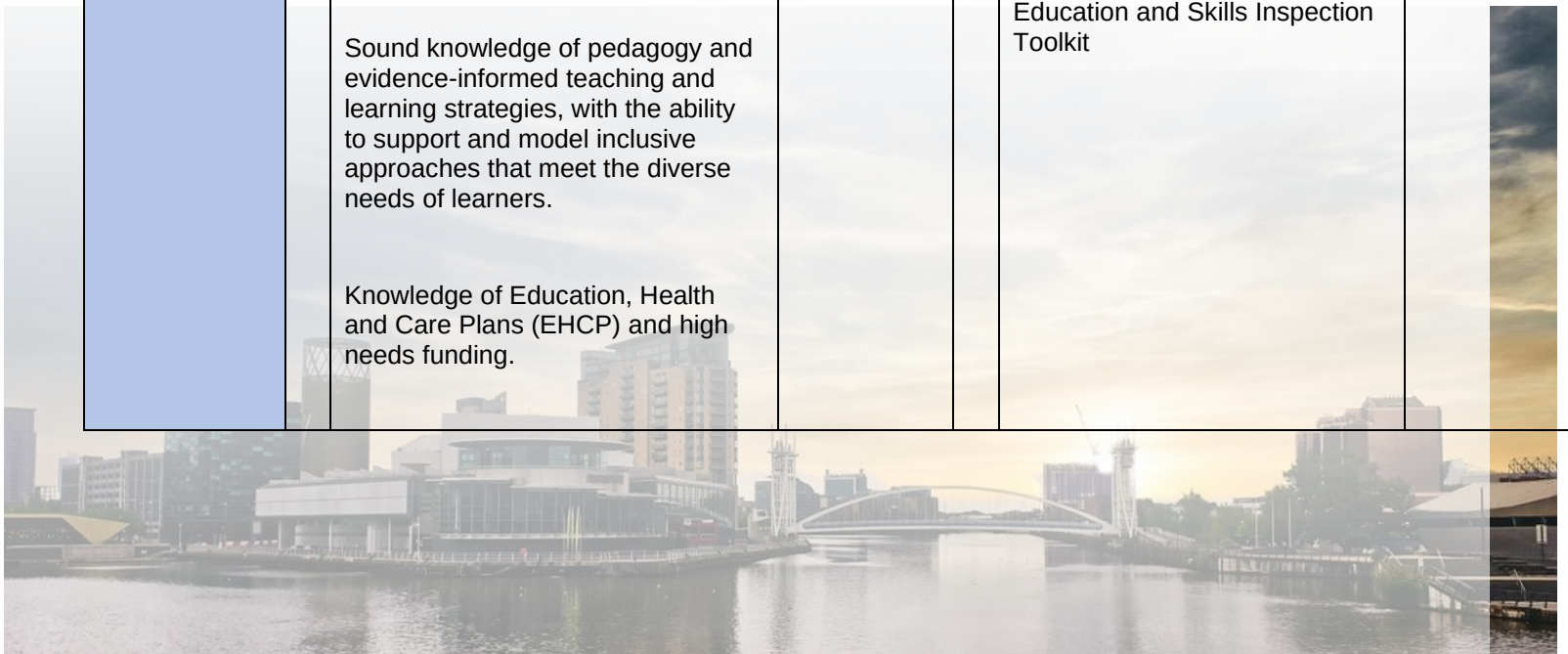
APPRENTICESHIPS AT SALFORD CITY COLLEGE · CITYSKILLS · ECCLES SIXTH FORM COLLEGE · FutureSkills in MediaCityUK · PENDLETON SIXTH FORM COLLEGE · UNIVERSITY CENTRE · WORSLEY COLLEGE

Person Specification

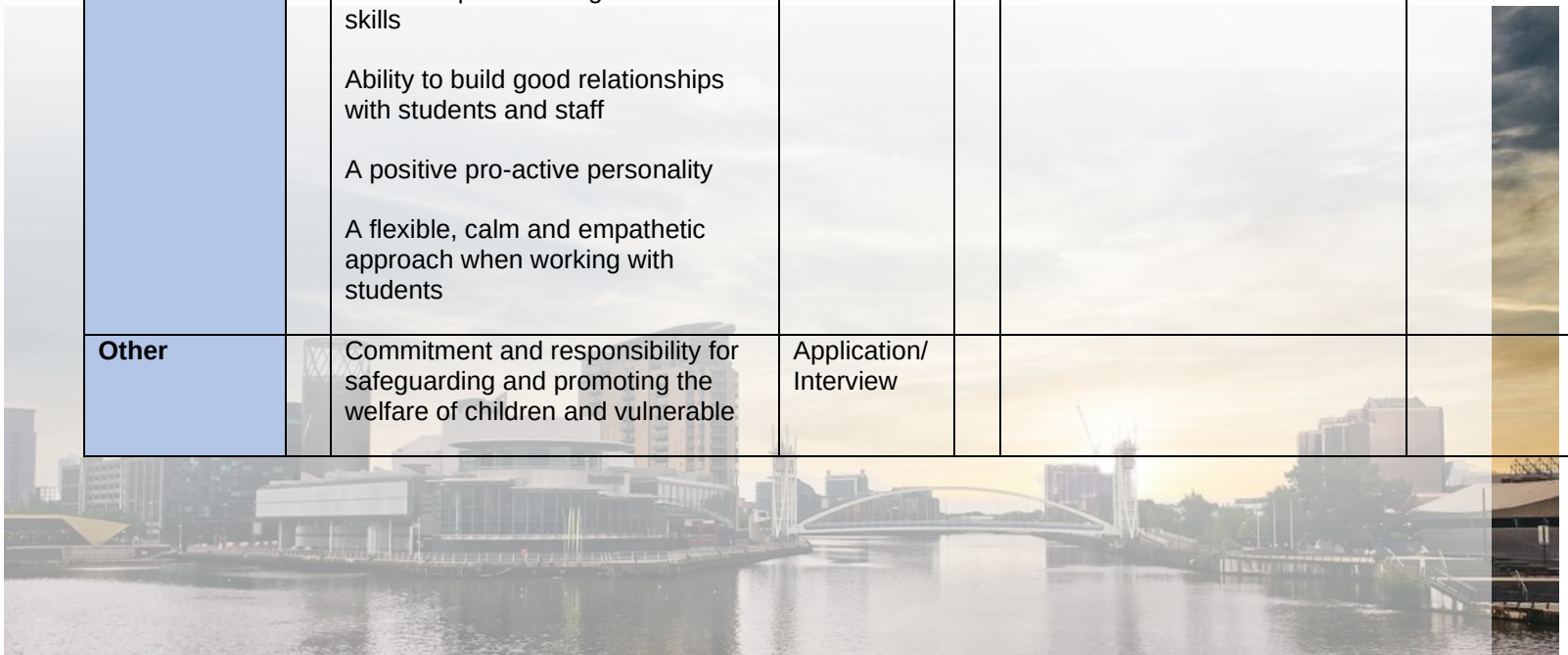
	Essential			Desirable		
Qualifications		Level 3 teaching qualification (or working towards) GCSE English Grade 4 or above, or equivalent GCSE Maths Grade 4 or above, or equivalent	Application / Certificate		Cert Ed or PGCSE IT GCSE, or equivalent qualification An accredited qualification in supporting learners with SEND needs Other relevant qualifications or training e.g. Teaching Assistant, Child Protection, First Aid, Counselling	Application
Professional Development		Evidence of ongoing professional development.	Application		Evidence of self-motivated professional development Evidence of SEND specific professional development Willingness to engage in further training	Application/Interview



Experience		Experience of supporting young people with SEND. Experience of supporting learners in an educational environment. Experience of using an IT database in compliance with GDPR.	Application/ Interview		Experience of supporting learners in a post-16 setting Experience of supporting learners with a diverse range of SEND needs. Specialist knowledge and experience regarding Autism Spectrum Disorder (ASD), Social, Emotional & Mental Health needs (SEMH), Foetal Alcohol Spectrum Disorder (FASD).	Application/Interview
Knowledge		Knowledge of the barriers young people with SEND barriers face to learning. Sound knowledge of pedagogy and evidence-informed teaching and learning strategies, with the ability to support and model inclusive approaches that meet the diverse needs of learners. Knowledge of Education, Health and Care Plans (EHCP) and high needs funding.	Application / Interview		An understanding of the SEND Code of Practice Knowledge of the Further Education and Skills Inspection Toolkit	Application / Interview



		Knowledge of statutory guidance, such as Keeping Children Safe in Education				
Skills / Qualities		Ability to establish strong relationships and motivate learners with differing abilities and needs Ability to complete learner records in line with internal policies, audit guidance and legislation. Flexible and enthusiastic team player Ability to work on own initiative and self-motivated Excellent communication and interpersonal skills Excellent personal organisational skills Ability to build good relationships with students and staff A positive pro-active personality A flexible, calm and empathetic approach when working with students	Application/ Interview Application/ Interview		Subject specific skills and knowledge Ability to assist student wellbeing	Application / Interview
Other		Commitment and responsibility for safeguarding and promoting the welfare of children and vulnerable	Application/ Interview			



		adults and suitability to work with children and vulnerable adults Commitment to College policies i.e. Health and Safety, Equal Opportunities, Inclusion, Quality Assurance and the College Charter DBS check	Appointment			

