

Job Description

Post:	Assistant Director of Inclusion & SEND
Salary Grade:	Band 3 £42,912.00- £47,270.00
Responsible to:	Director of Inclusion
Responsible for:	SEND Advisory Teacher, SEND Support Transition

Key Purpose

To support the Director of the Department in the day to day running of Learning Support for learners with inclusion needs.
To Line Manage and lead the SEND Advisory Teacher Service and other Learning Support staff members.
To ensure that inclusion is embedded throughout all aspects of the learner journey, curriculum design, teaching, learning, assessment, pastoral support and transition planning.
To ensure the college is inspection-ready through robust self-assessment, quality assurance and evidence aligned to evolving national expectations for inclusion, including SEND and Alternative Provision reforms, with a focus on high-quality inclusive practice, improved outcomes, statutory compliance, and effective preparation for adulthood for learners with SEND.

Duties & Responsibilities

A	To provide effective Line Management of the SEND Advisory Teacher service and other Learning Support colleagues. Lead on recruitment, inductions and delivering appropriate support and training, and monitoring performance, escalating any concerns to the Head of Learning Support where necessary.
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B	To lead and facilitate Probation and Performance Development Reviews, Informal and Formal Plans and to undertake staff development activities where appropriate.
C	To drive and champion a culture where all learners, particularly those with SEND, high needs, social, emotional and mental health needs, care experience, and other vulnerabilities, achieve ambitious outcomes and are fully included in college life.
D	To undertake ongoing research and liaise with industry and sector partners to inform college practice in relation to SEND and Alternative Provision reforms. To implement evidenced based practice.
E	To work collaboratively with the Director of the Department to develop, implement and continuously review the College Inclusion Strategy and SEND Development Plan, ensuring alignment with national expectations and improved outcomes for learners with SEND.
F	Establish and maintain effective partnerships with external agencies, including schools, to support inclusive practices and transition. Lead the review, development, and implementation of robust transition processes for students with additional and inclusion needs, ensuring continuity of support and a smooth, successful progression into and within the organisation.
G	To work in collaboration with pastoral and quality teams to ensure inclusion is embedded within quality improvement activities and development plans.
H	Develop and implement a robust transition strategy for SEND students, ensuring key information is captured within the "Know Me to Teach Me" framework. Ensure this information is effectively communicated to both teaching and support staff to reduce barriers to learning, enhance support, and promote a strong sense of belonging for all learners.
I	To review Quality processes and KPIs on a regular basis and implement interventions to ensure students are thriving. Consistently assess the impact of the inclusion strategy on retention and achievement along with leading of professional development.



J	To work in partnership with the SEND Advisory Teacher to identify gaps in inclusive practice across the SCC Group. Lead the development and implementation of targeted interventions to address these gaps, ensuring provision meets the diverse needs of learners.
K	Work collaboratively with curriculum leaders and teaching staff to promote inclusive curriculum design and high-quality teaching and learning practices.
L	Analyse Progress Over Time (POT) data to identify knowledge gaps and implement targeted strategies and CPD initiatives that drive improvement in learner outcomes and POT scores.
M	Drive Small Changes Big Impact across the group and support the development and delivery of adaptive approaches that meet diverse learner needs, ensuring inclusive strategies are embedded within classroom practice to enhance student engagement, participation, and achievement.
N	Raise the profile of Preparation for Adulthood (PfA) target tracking across all college sites, ensuring it is consistently embedded for all young people. Monitor, evaluate, and record the impact of PfA initiatives, ensuring learners understand, engage with, and benefit from working towards their PfA outcomes.
O	Monitor and evaluate the impact of interventions using agreed quality measures, and report findings and recommendations to the Head of Department to inform continuous improvement.
P	To create and deliver an evidence-based Inclusion Training, which can be delivered across SCC Group which will meet the diverse needs of the students and curriculum.
Q	To maintain accurate and auditable learning support records. To develop and ensure the implementation of systems to assess, monitor and track students with inclusion needs.
R	To prepare reports regularly for the Head of Learning Support and the Senior Leadership Team (SLT) regarding students with inclusion needs and manage appropriate arrangements, including development of training.



S	To contribute to the Learning Support self -assessment and quality procedures, proving clear action plans regarding Inclusion.
T	Other such relevant and appropriate duties as the Centre Principal or Head of Learning Support from time to time may require.

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:



Person Specification

	Essential			Desirable		
Qualification	1	Teaching degree.	Application / Certificate	A	Recognised qualification relating to SEND and/or other Inclusion needs	Application / Certificate
	2	Level 3 qualification, maths and English GCSE 4Grade 4/C and above.	Application / Certificate	B		Application / Certificate
Professional Development	3	Evidence of ongoing Professional Development	Application / Interview			
Experience	4	Experience of managing/supervising staff	Application / Interview	C	Experience of exam access arrangements and JCQ guidelines	Application / Interview
	5	Experience of conducting performance development reviews	Application / Interview	D	Experience of liaison with sensory services team e.g. VI/HI	Application / Interview
	6	Experience of compliance and audit protocols relating to SEND and ALS funding	Application / Interview	E	Experience in claiming ALS funding for Adult/Apprenticeship learners.	Application / Interview
	7	Experience of delivering high quality training/CPD in				



		relation to SEND and disability.	Application / Interview			
	8	Experience of Ofsted Inspections.	Application / Interview			
Knowledge	9	Knowledge – SEND Code of Practice 2015 and the new SEND reforms proposed.	Application / Interview			
	10	Knowledge of the Children's and Families Act 2014.	Application / Interview			
	11	Knowledge the current Ofsted Toolkit.				
		Knowledge of the government's Schools White paper, Every Child Achieving and Thriving.				
		Knowledge of local authority protocols relating to SEND/EHCP/HNF				
Skills / Qualities	12	Excellent interpersonal, communication and organisational skills.	Application / Interview			
	13	Ability co-ordinate and motivate staff	Application / Interview			
	14	Good negotiating skills	Application / Interview			
	15	Ability to work on own initiative.	Application / Interview			
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	17	High level communication skills – oral, written and IT	Application / Interview			
	18	Excellent organisational skills	Application / Interview			
	19	Good interpersonal skills Able to keep calm in difficult situations	Application / Interview			
	20	Able to work effectively and efficiently	Application / Interview			
	20	Ability to build good relationships with students, staff and suppliers	Application / Interview			
Other		Flexible approach to work	Application / Interview			
	21	Commitment and responsibility to safeguarding and promoting the welfare of children and vulnerable adults	Application / Interview			
	22	Commitment to College policies i.e., Health & Safety, Equality, Diversity & Inclusion	Application / Interview			
	23	DBS Check acceptable to the college will be undertaken for successful applicant	Application / Appointment			

