

Job Description

Post:	Head of Inclusion
Salary Grade:	Band 4 Professional Services
Responsible to:	Centre Principal
Responsible for:	To champion inclusion and SEND across the college site as a member of the College Curriculum Leadership Team, working collaboratively with curriculum and support teams to remove barriers to learning, maximise learner achievement and positive outcomes, influence strategic planning, and contribute to the development and implementation of inclusive practices and strategic initiatives across the SCC Group, ensuring learners with SEND achieve, progress and transition to positive destinations. To lead, manage and develop a team of Inclusion Support Assistants (ISAs), ensuring the consistent delivery of high-quality, personalised support for learners with Special Educational Needs and Disabilities (SEND), including those with Education, Health and Care Plans (EHCPs) and identified high-needs learners. To provide operational leadership within the Learning Support Team, promoting effective practice, high standards of learner support and continuous staff development.

Key Purpose

To line manage and develop the Inclusion Support Assistant team, offering clear advice, guidance, and support to both team members and SSC Group colleagues, while actively promoting and sharing examples of effective and inclusive practice.



To provide operational leadership within the Learning Support Team, promoting effective practice, high standards of learner support and continuous staff development.

To ensure classroom support across the curriculum best meets students' needs, and to ensure high quality by eg. Carrying out observations.

To liaise with classroom teachers, Heads of Department and Pastoral Teams regarding the allocation of classroom support and to monitor the attendance of SEND learners.

To facilitate Education and Health Care Plan Annual Reviews (including Exit Reviews). To liaise with key stakeholders including Local Authorities, Parents/Carers.

To continually monitor learners with SEND including those with an EHCP and identified as high needs learners; ensuring they make progress academically and swift progress towards Preparation for Adulthood outcomes.

To champion inclusion across the college site, working collaboratively with curriculum and support teams to remove barriers to learning, influence strategic planning, and contribute to the development and implementation of inclusive practices and initiatives across the SCC Group.

Duties & Responsibilities

A	To co-ordinate the work of the Inclusion Support Assistant team, including reviewing work volumes ensuring fair distribution of work, prioritising as required. To operationally manage colleagues within the Learning Support Team.
B	To identify the need for classroom support and deploy team members as appropriate (particularly at onset of the academic year), specifically by timetabling classroom support. Keep detailed classroom support timetables up to date throughout the year.
C	To liaise with classroom teachers, Heads of Department and Head of Pastoral regarding attendance. To attend weekly At Risk Meetings for EHCP and High needs learners, to identify and lead on interventions as appropriate. Liaise with Deputy Head of Learning Support and/or Head of Learning Support weekly regarding at risk students.
D	To provide advice and support on a daily basis to the ISAs with regards to handling classroom situations.
E	To ensure classroom support arrangements best meet learner needs and that support provided by the team is of high quality.



F	To provide support in class to SEND students on a regular basis to be able to keep abreast of the diverse needs within the classroom and continue to develop a skills set to ensure inclusion is embedded consistently across the college.
G	To continually review the deployment of ISAs, ensuring any outstanding needs are met where possible, including covering or arranging cover for staff absence.
H	To coordinate with the Assistant Director of Inclusion, specialist assessment team and exam teams to support students with access arrangements, including the use of assistive technology. To act as invigilator, reader, scribe as required. Assist the Examinations Team with rooming when appropriate. To coordinate the staffing of ISAs invigilating exams ensuring relevant staff are utilised.
I	To lead the EHCP Annual Review process: Liaising with colleagues, services, parents/carers and students to gather information prior to the meeting regarding progress and attendance. To ensure the review paperwork is completed in accordance with the statutory guidance.
J	Quality assure PFA Smart Targets to demonstrate progress made towards EHCP Outcomes. Offering training and support to colleagues where required.
K	To liaise with the Local Authority other professionals, parents/carers, Director of Inclusion and Assistant Director's regarding the allocation of ISA support. Attend multi-agency meetings for SEND learners.
L	To be responsible for promoting and safeguarding the welfare of children, young people and vulnerable adults you are responsible for, or come into contact with.
M	To assist the Transitions Team with high schools and other agencies to identify the needs of learners prior to the enrolment stage including link visits and assessments. To organise and facilitate external Transition Visits.
N	To play a key role in enrolment, new student's day, visits, master classes, open events etc. and co-ordinate the ISA Team during these periods. To ensure effective deployment of resources and quality of service offered to learners
O	To review Quality processes and KPIs on a regular basis and implement interventions to ensure students are thriving. Consistently assess the impact of classroom support on retention and achievement along with leading on professional development. To report findings at a Curriculum Leadership Team meetings on a weekly basis.
P	Provide ongoing support, mentoring and guidance to all staff including conducting observations of classroom support.
Q	To provide effective line management to colleagues within Learning Support. Lead on recruitment, coordinating inductions, delivering appropriate support and training, and monitoring performance, escalating any concerns to the management team.



R	To lead on the Probation and Performance Development Reviews, Informal and Formal plans and to undertake staff development activities as appropriate.
S	To ensure the quality of support: monitoring support and records, utilisation of appropriate resources (laptops/ipads) and identifying training needs. Including following learners via MI Systems.
T	To assist managers in meeting the college's funding target.
U	To act as the first line of management and support for colleagues across college sites, parent/carers and learners in all matters relating to SEND learners and classroom support.
V	To ensure the smooth running of the Learning Support area on a day-to-day basis, including dealing with general enquiries, supervision of learners, suitability of environment eg. Housekeeping, IT, Health and Safety etc.
W	To carry out any other duties commensurate to the post as required by your Line Manager / Senior Manager

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.

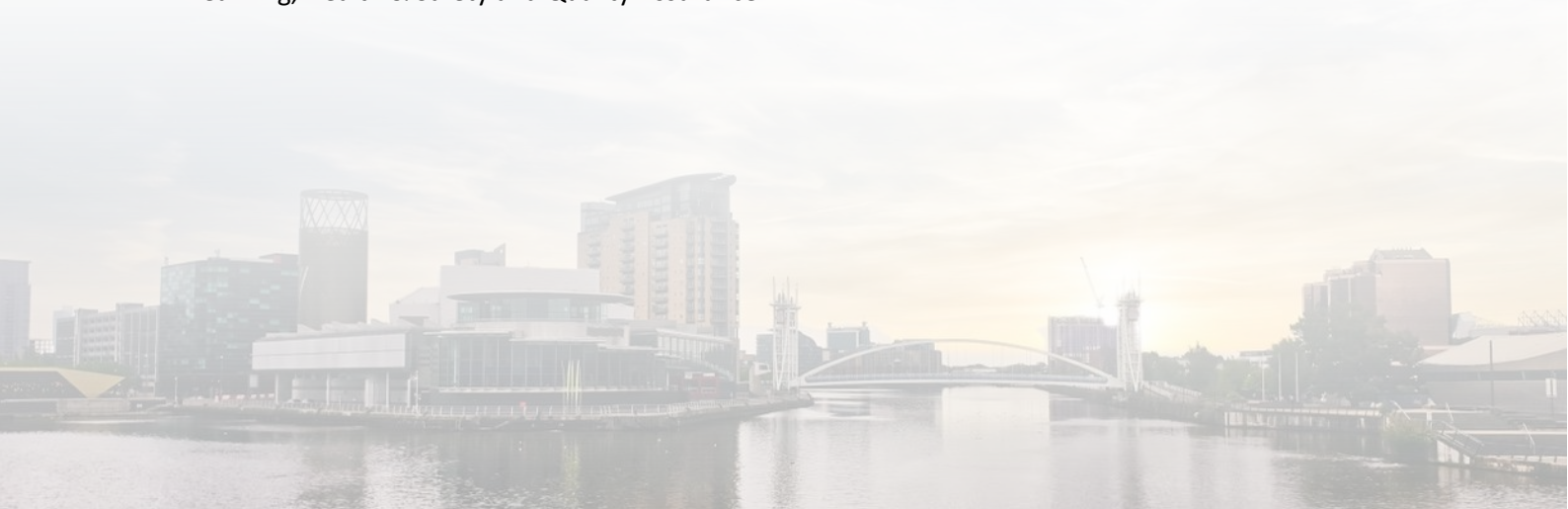
All post holders are expected to comply with the

Post holder to sign the job description:

Date:

Name of the post holder:

College's policies and codes of practice in relation to Safeguarding, Equal Opportunity, Inclusive Learning, Health & Safety and Quality Assurance.

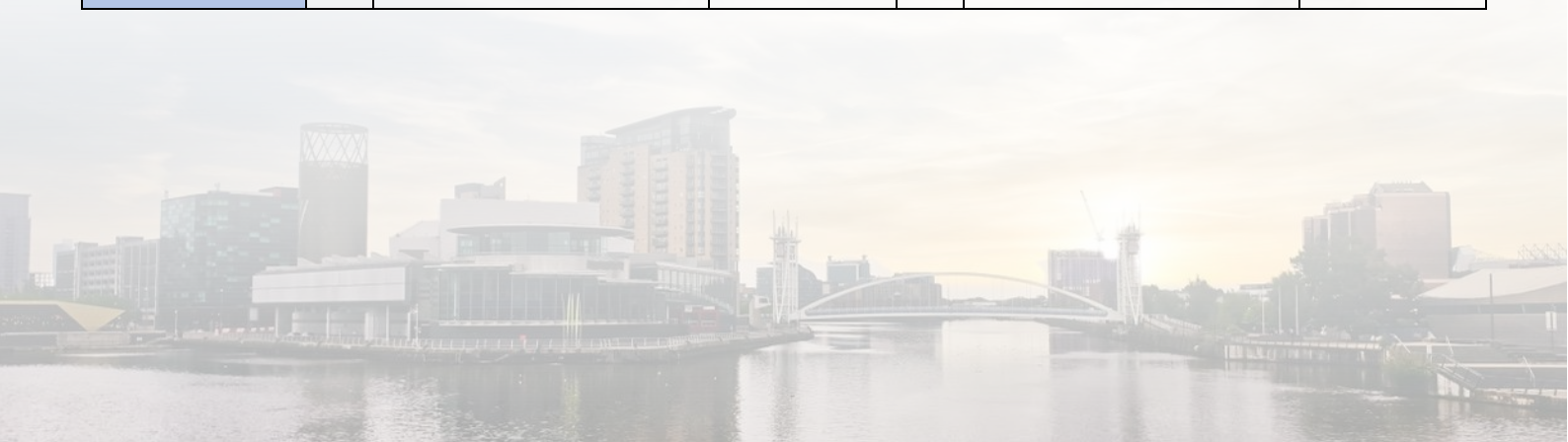


Person Specification

	Essential			Desirable		
Qualification	1	A degree or equivalent qualification	Application / Certificate	A	Supervisory qualification	Application / Certificate
	2	Level 2 or above qualification in supporting learners with Basic Skills needs.	Application / Certificate	B	Other relevant qualifications or training eg. Teaching Assistant, Child Protection, First Aid, Counselling, youth work	Application / Certificate
	3	Literacy Level 2				
	4	Numeracy Level 2		C		
Professional Development	5	Evidence of ongoing Professional Development	Application / Interview			
Experience	4	Two Years' experience in a Learning Support role	Application / Interview	D	Experience of supporting learners in a college environment	Application / Interview
	5	Experience of leading and managing a team, supervising and mentoring staff, providing staff training	Application / Interview	E	Experience of supporting learners with Access Arrangements for exams	Application / Interview
	6	Experience of working with outside agencies and parents to support learners eg. Children's Services, Connexion Inclusion Service	Application / Interview	F	Experience of working with outside agencies and parents to support learners eg. Children's Services, Connexion Inclusion Service	Application / Interview



	7	Experience of supporting learners with basic skills needs/learning difficulties and disabilities in an educational environment				
	8	Experience of the issues facing young people with barriers to their learning				
	9	Experience of supporting learners with Access Arrangements for exams				
Knowledge	10	Knowledge of legislation regarding learners with disabilities eg. DDA part	Application / Interview			Application / Interview
	11	Knowledge of EHCP	Application / Interview			
Skills / Qualities	12	A positive “problem solving approach to dealing with challenging learners	Application / Interview	I	Ability to communicate a positive impression of Learning Support to staff and learners	Application / Interview
	13	Ability to motivate learners with differing abilities and needs	Application / Interview			Application / Interview
	13	Ability to inspire other team members, flexible and enthusiastic team player	Application / Interview	J	Ability to deal with challenging situations professionally, crisis management and manage change.	Application / Interview
	14	Ability to complete paperwork which meets audit requirements	Application / Interview			



	15	Ability to work under pressure on own initiative and self motivate, flexible approach to work	Application / Interview			
	16	Good negotiating skills, diplomacy and teamwork skills in liaising with teaching/support staff	Application / Interview			
	17	Ability to co-ordinate and motivate staff, ability to keep calm in difficult situations	Application / Interview			
	18	Excellent organisational, administrative and prioritisation skills	Application / Interview			
	19	High level communication skills: oral, written and IT				
Other	20	Commitment and responsibility to safeguarding and promoting the welfare of children and vulnerable adults	Application / Interview			
	21	Commitment to College policies i.e., Health & Safety, Equality, Diversity & Inclusion	Application / Interview			
	22		Application / Interview			



		DBS Check acceptable to the college will be undertaken for successful applicant	Application / Interview			
	23	Demonstration of proactive support for equality, diversity and inclusivity.	Application / Interview			
	24	Strong values and commitment to the College's ethos.	Application / Interview			
	25	Car user Central post based across 5 sites including visits to local schools	Application / Interview			

