



JOB TITLE: SEND Inclusion Manager

REPORTS TO: AHT SENDCO

SCALE: Essex Scale Seven (19-24)

JOB PURPOSE

The SEND Inclusion Manager will be responsible for managing the Hub space and ensuring that students' needs are being met in an environment which allows them opportunities to explore their feelings and emotions. They will be supporting with creating personalised pathways to meet the needs of students accessing the Hub. The Inclusion Manager will be responsible for ensuring students have work that they can access and will work with staff to re-integrate students back into class.

KEY CORPORATE ACCOUNTABILITIES

- To uphold a commitment to the Trust's Vision and Values.
- To maintain an awareness of, and a commitment to, the Trust's Equality and Diversity in Employment Policy in relation to both employment and service delivery and to observe the standard of conduct which prevents discrimination from taking place.
- The Trust is committed to safeguarding and promoting the welfare of children and young people and expects all employees to share in this commitment.
- To fully comply with the Health and Safety at Work Act 1974 etc, the Trust's Health and Safety Policy, and all locally agreed safe methods of work.
- These duties are neither exclusive nor exhaustive and the post holder may be required by the to carry out appropriate duties within the context of the job, skills and grade at any site within the Trust.
- To participate in the performance and development review process, taking personal responsibility for the identification of learning, development and training opportunities in discussion with the line manager.

PRINCIPAL ACCOUNTABILITIES

- Managing the Hub and the daily running of the space.
- To line manage the staff within the Hub.
- Assisting the SENDCO with the identification, assessment and provision for all children with Special Educational Needs or Disabilities.
- Assisting the SENDCO in supporting the re-integration of students into lessons.
- To support the educational progress and welfare of vulnerable and SEND students.
- To identify early support strategies to support SEND students to access education.
- To arrange and provide support, personalised intervention, group work and to promote home/school links.
- To mentor students/groups of students across the school.
- To ensure early identification is in place and the relevant teams in school are informed to implement next steps.
- To work closely with the SEAL Co-Ordinator to ensure there is an awareness across the school in regards to students' needs.
- To work closely with the SEND team and keep up provision for SEND students.



- With the SENDCO and teaching staff, make plans for reintegrating students back into lessons and class work.
- To be visible around the school and to identify and support students with re-integration into class.
- To collect information and prepare reports. To record, monitor, evaluate and report on students' progress with agreed strategies. Report to AHT SENDCO in relation to student progress.
- To contribute to the planning, developing & designing of personalised plans supporting students to re-integrate into lessons and school.
- Be a positive home school liaison for parents who require regular contact.
- To attend meetings as directed by the AHT SENDCO where relevant.
- Support students in lessons and identify barriers to learning; support students to overcome these.
- To attend LABS meetings when required.
- To schedule and attend meetings with external professionals where necessary.
- Be the point of contact for external agencies to secure the smooth running of school visits and meetings.
- To be a point of contact for students when they need someone to talk to as well as identifying students with a need and offering support.
- To take part in learning walks.
- Support the identification of students with SEND: observations, strategies, parental engagement, EHC Needs Assessment.
- Support the student referral process to external support agencies and services.
- Support the production, analysis and monitoring of student progress and attainment data.
- Support the Year 7 transition process, liaising with primary schools, families and other stakeholders where necessary.
- Maintain a high level of confidentiality with regards to staff and student issues.
- Liaise appropriately with parents/careers, staff, students and external agencies.

The duties and responsibilities in this job description are not restrictive and the post-holder may be required to undertake any other duties that may be required from time to time. Any such duties should not, however, substantially change the general character of the post.

This organisation is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

I confirm that I have read and understood and that I accept, the above job description:

Date: Signature: (Post holder)

Date: Signature: (Line Manager)

Qualifications & Experience	Specific qualifications & experience	<p>Successful experience of working with children in an education, health or social care environment.</p> <p>Knowledge of SEMH in schools.</p> <p>Recent professional training in SEMH needs, ASD, ADHD behaviour management and/or parent/carer support.</p> <p>Education to NVQ level 4 or equivalent in a relevant qualification.</p>
	Knowledge of relevant policies and procedures	Good working knowledge of policies relating to behaviour, inclusion and SEN.
	Literacy	GCSE Level 4 or above in English or equivalent.
	Numeracy	GCSE Level 4 or above in Maths or equivalent.
	Technology	Ability to use ICT communication and administrative systems effectively.
Communication	Written	Ability to write detailed and complex reports, plans, and letters.
	Verbal	<p>Ability to use clear language to communicate information unambiguously.</p> <p>Ability to listen effectively.</p>
	Languages	Specialist language/communication skills if appropriate.
	Negotiating	Ability to negotiate effectively with adults and children and to exercise influence.
Working with children	Behaviour Management	Ability to demonstrate a range of highly effective behaviour management strategies.
	SEN	Detailed knowledge of SEN strategies and policies, including IEPs, 'partnership plans etc.
	Curriculum	<p>Knowledge and experience of developing individual education plans.</p> <p>Ability to create and deliver training and workshops for parents/carers.</p>
	Child Development	Excellent understanding of child development and learning processes.

		Ability to assess progress and performance and recommend appropriate strategies to support development and inclusion.
	Health & Well being	Understand and support the importance of physical and emotional wellbeing.
Working with others	Working with partners	Ability to make a proactive contribution to the work of the team supporting children, their families and carers.
	Relationships	Ability to establish rapport and respectful and trusting relationships with children, their families and carers and other adults.
	Team work	Ability to make a distinctive contribution to the work of a team.
	Information	Contribute to the development and implementation of effective systems to share and safeguard information.
Responsibilities	Organisational skills	Excellent organisational skills. Ability to remain calm under pressure.
	Line Management	Ability to manage and support the work of others.
	Time Management	Ability to plan and manage own time effectively. Ability to meet deadlines.
	Creativity	Demonstrate a highly creative approach to supporting children and an ability to resolve problems independently.
General	Equalities	Display a sound understanding of equality issues.
	Health & Safety	Good understanding of Health & Safety.
	Child Protection	Developed understanding and effective implementation of child protection procedures.
	Confidentiality/Data Protection	Understand and comply with procedures and legislation relating to confidentiality.
	CPD	Demonstrate a clear commitment to develop and learn in the role. Ability to effectively evaluate own performance.