



Job Description

General Information

Job Title: Leader of Inclusive Curriculum

JD Code: JDT19

Reports to: Vice Principal with responsibility for inclusion, SEND and LAC / Pre LAC.

Line Management:

The post holder will be accountable to the Vice Principal with responsibility for inclusion, SEND and LAC / Pre LAC.

Job Purpose:

Plan, lead and deliver the curriculum to raise standards in attainment and progress for all students' who access an alternative curriculum via the inclusion space. The Leader of Inclusive Curriculum will be responsible for overseeing and providing an alternative curriculum for vulnerable students to enable them to access learning and enhance individuals progress, raise aspirations and achieve their full potential.

Job Accountabilities:

- Lead and oversee a dynamic and creative curriculum for all students who access the inclusion space to ensure they receive a personalised curriculum that enables them to access learning and maximise their potential
- Provide support and guidance to children by removing barriers to learning in order to promote effective participation, enhancing individual learning, raise aspirations and achieve their full potential
- Plan and provide interventions for children who access the inclusion space both in 1:1 sessions and small groups to reduce children's barriers to learning
- Support with the implementation of therapeutic behaviour support, mentoring and counselling for identified children
- Provide objective and accurate feedback and reports as required on student achievement, progress and other matters
- To liaise effectively with Senior Leaders, Subject Leaders, SENDCo, PEP Coordinator and Learning Mentor and colleagues as well as parents/carers and other outside agencies
- Be an identified key worker for children who access the inclusion space, completing termly reviews as required
- To attend professionals' meetings as appropriate, this may include leading PEP meetings for LAC who access the inclusive space

- Lead and monitor behaviour, ATL and attendance for all students accessing the inclusion space and ensure appropriate interventions are put in place where required
- To be first point of contact for children who access the inclusion space and their parents/carers
- To support parents/carers with understanding and dealing with their children's needs and behaviours
- To liaise with the SENDCo and Vice Principal responsible for Inclusion to lead and coordinate provision mapping for students who receive additional support and or follow a personalised curriculum
- Work closely with the SENDCo, Leader of Integration and LAC and Subject Leaders to ensure the curriculum is inclusive, broad and clearly streamlined with the mainstream curriculum
- Monitor the impact of provisions to evaluate the effectiveness of strategies and the value added to students and families
- Review the 'curriculum diet' and quality of students work on a regular basis to ensure it is appropriate and challenging
- Comply with and assist in the development of policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person
- Establish constructive relationships with students and interact with them according to individual needs
- Promote the inclusion and acceptance of all students
- Liaise closely with staff to ensure that everyone understands and supports the strategies being used by the Inclusion/Inclusive Curriculum Leader to develop the students' skills for learning and behaviour
- Work with an extended range of networks and partnerships within the local community to broker support and learning opportunities and improve the quality of services available to students
- Meet regularly with the designated line manager to undertake caseload supervision, reporting on progress of identified students
- Carry out the duties of a school teacher as set out in the School Teachers' Pay and Conditions Document and subject to any amendments due to Government legislation
- Be aware of and comply with policies and procedures relating to safeguarding, health and safety, security, confidentiality and data protection, reporting all concerns to the appropriate people.
- any other duty deemed by the Principal to be appropriate to this post.

This job description may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures

and tasks but sets out the main expectations of the Academy in relation to the post holder's professional responsibilities.

PERSON SPECIFICATION

CRITERIA	ESSENTIAL	DESIRABLE
A. Education and training	<ul style="list-style-type: none"> • Qualified teacher status • Experience of successful teaching as evidenced by adding value to student achievements • Experience of working with students with additional needs and or vulnerabilities including Children in Care. • Evidence of CPD. 	<ul style="list-style-type: none"> • Experience of successful teaching as evidenced by adding value to student achievement at KS4. • Knowledge and experience of the SEND code of practice. • Knowledge and experience of working with Local Authorities and the procedures involved with supporting students with additional needs.
B. Skills and abilities	<ul style="list-style-type: none"> • Ability to establish successful relationships at all levels • Ability to deal with pupils, parents and staff in a calm and well thought-out manner • Ability to work flexibly whilst under pressure with dealing with competing priorities • Ability to address sensitive matters with a caring approach and appropriate confidentiality • Ability to monitor pupil progress, attainment and attendance • Ability to bring about change to pupils attitudes to learning • Ability to ensure pupils are able to effectively manage time and understand the effective ways to learn and revise 	
C. Knowledge & Experience	<ul style="list-style-type: none"> • Demonstrate excellent classroom practice • Possess good behaviour management strategies • Understanding and awareness of current educational developments 	

D. Personal qualities	<ul style="list-style-type: none"> • Commitment to raising standards and achievement of all students • Commitment to getting the best outcomes for pupils and promoting the ethos and values of the school • Excellent interpersonal skills • A high degree of organisational ability • High levels of motivation and commitment • Ability to communicate effectively and appropriately • Ability to liaise with parents/carers and external agencies 	<ul style="list-style-type: none"> • Ability to think analytically and flexibly
E. Approach to work	<ul style="list-style-type: none"> • Ability to work under pressure and prioritise effectively • Commitment to maintaining confidentiality at all times • Commitment to safeguarding and equality • Embraces change well 	

Once in post, the post holder will:

- continue to maintain and demonstrate high standards;
- demonstrate a commitment to develop themselves professionally;

In addition, the post holder should have the ability to:

- be flexible to adapt to change
- be a role model and act as an ambassador for the school and Trust in and outside of the school by speaking positively about the school in the community; upholding a 'Commitment to Excellence' at all times; by dressing appropriately in smart professional attire.