

JOB DESCRIPTION

Head of Engagement and Inclusion

Responsible to: Head Teacher and Pastoral Deputy Headteacher

Job Purpose:

As the Lead of Engagement and Inclusion you will provide professional leadership and management of all aspects of developing the 'Personalised Curriculum' in the school in order to secure high quality teaching and learning and improved attainment and progress of all pupils that fall within this area. You will also be responsible for supporting other key leadership areas, supporting and developing provision across the school.

As a Teacher you will be an outstanding classroom practitioner who consistently demonstrates the highest standards of delivery, is fully committed to raising attainment across all key stages and acutely aware of the strategies required to achieve the highest standards within their subject area.

Areas of responsibility and key tasks:

A. Strategic direction and development of the school integrated approach to the provision and delivery of a Personalised Curriculum, with the support of, and under the direction of the Head Teacher and Pastoral Deputy Headteacher

- Champion a culture of equality, equity, diversity and inclusion amongst all students of the school
- Develop and implement policies and practices to secure the long-term development and review of the whole school, in line with the school development policy
- Develop plans for pupils that require a Personalised Curriculum approach, which has identified clear targets, time-scales and success criteria for its development and maintenance, in line with the school development plan
- Implement systems for monitoring, analysing, evaluating and reporting on progress and achievement relating to all aspects of Personalised Curriculum activities and students' integration across the school
- Be able to research, source and implement alternative strategies to engage pupils in a bespoke curriculum
- Aware of local, national and global trends research, best practice and alternative therapies and feed this practice into the curriculum provision for these pupils
- Able to build, communicate and implement the shared vision with a team of staff in a collaborative model
- Have a good knowledge and practical experience of working with pupils with complex learning difficulties
- Aware of new technologies, use and impact and how this can impact students' progression
- Able to lead change by bringing together professionals across the school, with collaborative practice at the heart of all decisions

B. Leading and managing staff

- Liaise with a team of staff in activities to support the development of the personalised curriculum
- Support the performance management process as required
- Responsible for ensuring that school policies on behaviour and attitudes to learning are adhered to
- Monitoring and evaluating progress in improvements in overall engagement with pupils engaged in the Personalised Curriculum program
- Supporting and assisting subject leaders to ensure they understand, and are actively implementing and feeding into the Personalised Curriculum
- Leading agreed aspects of CPD and Professional Learning Communities where appropriate
- Establishing clear expectations and constructive working relationships among staff involved through team working and mutual support and respect
- Performance managing staff and line managing areas *as required* and using the process to develop their personal and professional effectiveness.
- Compiling and updating the rational and tracking mechanisms for the Personalised Curriculum

C. Pastoral duties

- Working across the school with a variety of staff to understand the behaviours associated with a variety of students need
- To have a solid understanding that behaviours are consequences of actions and of students' Special Educational Needs
- Liaising with parents and external agencies on the wellbeing and achievement of learners
- Supporting and leading where relevant with transfer and transition arrangements at all key stages if required
- Advising the Senior Leadership Team on all matters associated with the pastoral needs of the pupils
- Benchmarking the highest standards of behaviour for individuals or cohorts of students within the school cohort
- Leading on ensuring a safe and supportive learning environment is provided for all learners before, during and after the timetabled day including lunchtimes
- Supporting the smooth operation of all relevant school events by ensuring procedures and processes are followed
- Providing regular progress updates to SLT about the successes, issues and concerns and resources needed to address these
- Liaising with parents, outside agencies and other education providers as appropriate

D. Monitoring, assessment, recording and teaching

Lead by example as an outstanding practitioner. The Teacher will be responsible for the delivery of the following key priorities:

- Provide outstanding teaching to create a vibrant and distinctive culture for learning for young people
- Ensure all our students are able to thrive and engage in both academic and vocational learning to achieve above and beyond their highest potential whilst developing personal and employability skills
- Carry out the duties of a school teacher as set out in the current School Teachers Pay & Conditions Document
- Ensuring that ICT, Literacy and Numeracy are part of the teaching and learning experience of students
- Assess complex student needs, in consultation with parents and a range of partners and agencies, to secure appropriate student provision and solutions for current and future well-being
- Monitor, evaluate and report on the quality, continuity and outcome of curriculum provision in all provider establishments
- To deliver an agreed upon amount of teaching lessons across the school in line with other members of staff and national guidance

E. Administration

- Co-ordinate all information distributed to and received from in provider establishments
- Liaise with support staff for the maintenance of all appropriate records including students' individual files and records

F. General

- An unrelenting focus on improving the standards of T&L across the school
- Act as a liaison between management, teaching and support staff in the school
- Ensure Health & Safety and Duty of Care protocols and policies are applied in all provider establishments
- Liaise with school staff, partners and agencies to ensure equality of opportunity of access to placements and the protection of young people, by compliance with procedures and policies
- Engage with appropriate training opportunities to promote professional effectiveness in this role
- To comply with current data protection legislation
- To take responsibility, appropriate to the post for tackling racism and promoting good race, ethnic and community relations
- Any other *reasonable* duties as requested by the Head Teacher

G. Safeguarding

- To have a due regard for safeguarding and promoting the welfare of children and young people and to follow all associated child protection and safeguarding policies as adopted by the school and Local Authority and national policies

Personal Specification

Selection Criteria

Essential criteria marked * will be assessed initially through candidates' applications

	Essential	Desirable
Qualifications and Professional Development	<ul style="list-style-type: none"> • Qualified Teacher Status • Evidence of CPD in the last 5 years relevant to current management and educational issues • Evidence of sustained participation in INSET, especially school leadership and management programme or similar 	<ul style="list-style-type: none"> • NPQ or Middle Leader experience • Experience of planning and managing staff development • Suitable SEN Qualification • Participation in work with other schools/agencies • Experience of leading INSET activities for others
Teaching	<ul style="list-style-type: none"> • Experience in working with children with Communication and Interaction needs, including Autistic Spectrum Conditions (ASC) 	<ul style="list-style-type: none"> • Experience of Special School classroom teaching experience with a range of SEN* • Evidence of curriculum leaderships across the school range within the last 3 years • Experience of a wider range of schools and other educational establishments • Successful teaching experience
Management Responsibility	<ul style="list-style-type: none"> • Experience of monitoring and evaluating teaching • Successful experience of promoting significant collaboration and teamwork* • Creative approaches to curriculum development* • Management of pastoral issues* • Supporting and directing the overall raising of standards across a diverse student population* 	<ul style="list-style-type: none"> • Experience of conducting performance management • Experience of mentoring • Experience of Leadership in a special school

<p>Personal skills</p>	<ul style="list-style-type: none"> • Evidence of excellent listening and motivational skills • Advocacy skills • Effective written and oral communication* • Proven organisational ability • Strategic thinking and implementation • Creative with innovative skills to a diverse range of skills 	
<p>National Framework</p>	<ul style="list-style-type: none"> • Knowledge of relevant Education Acts and SEN code of Practice • OFSTED awareness • Awareness of current developments in Education and the implications of these • Understanding of conduct of performance management 	
<p>Teaching and Learning</p>	<ul style="list-style-type: none"> • Knowledge of a range of learning, physical and associated behavioural difficulties • Practical understanding of effective teaching, evaluation and assessment strategies to meet the needs of pupils with SEN • Understanding of actions to be taken to promote racial harmony, and prepare pupils to live in a culturally diverse society • Understanding of Spiritual, Moral, Social and Cultural development • A clear vision for the role of special schools in the education system* • Understanding curriculum and assessment issues in schools • Understanding and knowledge of current issues in education and their impact on special schools (SEN Code of Conduct) 	<ul style="list-style-type: none"> • Knowledge of MLD, SLD, ASD, PPD • Understanding of the needs of secondary age pupils with a range of Communication and Interaction needs. • Familiarity with research into evidence- based practice in special schools*

National Curriculum	<ul style="list-style-type: none"> • Understand the planning of the new National Curriculum, including assessment, recording and reporting, and its applicability in a secondary special school • Experience of planning the curriculum across the age range of the school 	
Parents and Community	<ul style="list-style-type: none"> • Understanding of the role, which can be played by parents and the community in raising standards 	<ul style="list-style-type: none"> • Experience of working directly with parents to raise standards and involvement with the local community
Personal attributes	<ul style="list-style-type: none"> • Resilient under pressure • Ability to display a collaborative management style • <i>Sense of humour</i> • Ability to inspire trust and build confidence • Ability to work sensitively with stakeholders including pupils, parents, staff, the community, and other agencies • Flexibility and approachability • Commitment to promoting and safeguarding the welfare of pupils • Commitment to develop outreach links with neighbouring schools and colleges • Innovative and entrepreneurial approach to the curriculum • A robust and determined attitude to cope with the demands of the post. • Flexible positive and energetic • Sensitively deals with people and resolve conflicts 	<ul style="list-style-type: none"> • Interests outside education • Ability to manage a work/life balance
Attitudes: Equal Opportunities	<ul style="list-style-type: none"> • Commitment to equality of opportunity • Commitment to race and gender equality and social inclusion 	<ul style="list-style-type: none"> • Experience of implementing strategies for social inclusion • Understanding of the need to promote positive role models

<p>Circumstances: Personal</p>	<ul style="list-style-type: none"> • Will not require holiday leave during term time • Must be legally entitled to work in the UK (Asylum and Immigration Act 1996) • No contra-indications in personal background or criminal record indicating unsuitability to work with children/young people/vulnerable clients/finance (DBS Check) 	
<p>Physical/sensory</p>	<ul style="list-style-type: none"> • Must be able to perform all duties and tasks with reasonable adjustment, where appropriate, in accordance with the Disability Discrimination Act 1995 • Ability to cope with requirements of the post, which may include working with pupils who have emotional and/or behavioural difficulties associated with learning difficulties 	