

**Job Description: Inclusion Lead**

**Job Purpose:** to provide operationaldevelopment of the college’s SEND provision and ensure the implementation of the college’s inclusion policy within a specific faculty. Ensure that learners with SEND are given the provision to achieve to the best of their ability.

To model excellent, inclusive teaching and learning support to help learners with additional needs achieve.

Lead a team of Inclusion practitioners (and Inclusion specialists where appropriate) to continuously develop and improve support for learners with SEND.

Safeguarding and promoting the welfare of children, young people and vulnerable adults.

**Reports to:** SENCO

**Specific Duties:**

* Contribute to the college inclusion strategy to ensure that every learner within the faculty, who is identified as having SEND, is supported to help them reach their full educational potential.
* Work with allocated SENCO to effectively deploy Inclusion Practitioners and Learning Support Assistants (LSAs) within the faculty.
* Contribute to CPD and staff development of Inclusion Practitioners
* Lead on transition of new learners with EHCPs and identified needs to ensure a smooth transition – act as a key worker.
* Attend and contribute to EHCP review meetings and associated records and administration, including transition review meetings.
* Liaise with tutors/curriculum leaders/Heads of faculty regarding learners' needs and inclusion practitioner provision, deploying inclusion practitioners accordingly.
* Attend all department team meetings within the assigned faculty and Inclusion Department.
* Work with FE SENCos to identify training needs for the inclusion team within the faculty.
* Provide learning support in lessons as required
* Take an active role in the college safeguarding and wellbeing team by promoting the safety and wellbeing of all learners. This includes identifying and addressing safeguarding concerns in line with the college's safeguarding policy and procedures, and supporting colleagues within the faculty to do so.
* Hold oversight of pastoral and attendance, working with the SEPO team and deploying Inclusion practitioners as appropriate.
* Contribute to effective assessment and planning by supporting the monitoring, recording and reporting of learner progress as appropriate.
* Adopt a range of strategies to support learners to become more independent in the classroom, workshop, college and wider community.
* Develop and maintain effective and appropriate relationships with learners to support learning.
* Promote inclusion and participation and promote behaviour which demonstrates respect for others.
* Support colleagues with inclusive teaching and learning strategies to support learners related to your specialism.
* Work with learners with specific needs related to a specialism.
* Support lecturing staff and inclusion practitioners in ensuring an effective, productive and safe/healthy learning environment for specific learners.
* Use technology effectively to support learning activities and develop learners’ competence and independence in its use.
* Work flexibly to support learners within, but not restricted to, the faculty to which you are assigned.
* Invigilate exams as necessary.
* Cover for absent inclusion practitioners as necessary.

**GENERAL DUTIES**

* Work flexibly to meet College requirements including working in other departments as directed by the line manager.
* Comply with all College policies and procedures.
* Ensure the quality standards and performance measures applying to the area of work are met and facilitate continuous improvements in all aspects of the post.
* Maintain a safe environment by working within Health & Safety guidelines and being aware of the responsibilities for health and safety.
* Value diversity and promote equal opportunities.
* Comply with agreed dress code and the College’s Policies and Procedures appropriate to the job role and the tasks to be completed.
* Participate in Performance Management and Professional Development activities as required. Undertake further training as needed to ensure up to date knowledge and implementation of best practice.
* All Kendal College employees are expected to act as ambassadors for the College and promote the organisation and its services positively.
* Undertake any other duties and tasks appropriate to the grade and character of work as may reasonably be required with in the Inclusion team, as agreed by the Head of inclusion.

**PERSON SPECIFICATION – Inclusion Lead**

As a College employee you will be expected to embrace College values and implement College policies and procedures by:

• Seeing learners as our priority
• Embracing equal opportunities and respecting diversity
• Working co-operatively with colleagues
• Respecting and valuing the work of all our stakeholders
• Striving for continuous improvement
• Adhering to College policies and procedures
• Promoting the welfare of children, young people and vulnerable adults

| **ATTRIBUTES** | **ESSENTIAL** | **DESIRABLE** |
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| **Qualifications** | * Educated to Level 3 (A level or equivalent)
* GCSE Maths and English (A to C) or equivalent
* IT qualification or proven competence
 | * HLTA Level 4 or equivalent
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| **Experience** | * Experience of working with learners at KS4 or in Further Education.
* Experience of working with individuals with additional needs in an educational or care setting.
 | * Experience of working with learners with Autism
* Experience of working with learners with SEMH
* Experience of delivering GCSE English & Maths
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| **Knowledge and Skills** | * A thorough knowledge of Autism and how best to support autistic learners.
* An understanding of the implications for learning of the most common additional support needs, including Autism, Dyslexia and ADHD
* Knowledge of Functional Skills Level 2
* Ability to develop and maintain effective relationships with learners that promote learning
* Ability to communicate effectively with learners.
* Awareness of ways to structure and present information and ideas clearly and effectively to support learning
* Ability to provide support that builds on the learner’s experience, learning preferences and levels of independence and encourages learners to work independently where possible
* Ability to document learner progress effectively.
* Ability to deal appropriately with challenging behaviour
* Capacity to work reliably as a team member
* A calm, patient disposition
 | * Knowledge of access technology
* Knowledge of the implementation of Education, Health and Care plans
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Applicants will not normally be considered for appointment unless they meet the essential requirements for the post