



## **JOB DESCRIPTION**

### **Post Title:**

Head of Inclusion

### **Purpose:**

To proactively lead on College activities designed to promote inclusion for students with SEND - including strategy, policy formulation, implementation and continuous improvement.

To ensure and promote compliance with the SEND Code of Practice, the DDA/Equality Act, the Autism Act and all developing legislation.

To keep up to date with teaching and learning research that offers evidence-based good practice leading to outcomes for students which are improving and aspirational

To work with colleagues across College in the drive to create an inclusive culture where difference is celebrated and where teaching, learning and support enable students with SEND to achieve their academic potential.

**Responsible to:** The Principal through the Vice Principal: Curriculum & Quality

**Liaising with:** Head of Departments, Curriculum Teams, Heads of Hall, Exams Officers, Safeguarding Officer, Premises Manager, Personal tutors, teaching staff, learning support staff, staff with cross-college responsibilities and external contacts.

## **MAIN DUTIES AND RESPONSIBILITIES**

To identify the needs of all students declaring a special education need or a disability (SEND) and provide effective cross College support that is fully compliant with the SEND Code of Practice, and the DDA/Equality Act.

To provide leadership and management to the Learning Support team in order to provide high quality support from an appropriately qualified and skilled staff team working in a dynamic and innovative environment.

To develop a comprehensive set of processes for learning support in line with the SEND Code, Preparation for Adulthood and Equality legislation to ensure that the student experience is inclusive and aspirational.

To oversee the transition and initial assessment of students with SEND, using a person -centred approach that results in a comprehensive profile and Support Plan.

To manage the processes related to high needs applications and claiming of top up funding, securing the correct place-numbers for the college that reflect local need and the right amount of costed support for

high needs students.

To lead on partnership work with local authorities, families/ carers and students in developing high quality transition and on-programme support for students with EHCPs.

To ensure that all EHCPs the college receive which name the College through the Consultation process receive due consideration and a timely response.

To ensure that young people and their family/carers are, where appropriate, invited into College for an assessment of support and the appropriateness of Loreto College to their aspirations.

To work closely with teaching colleagues, Admissions and the SLT to offer the most appropriate programme of study for students with SEND; including for those students with EHCPs who have named the College in their Plan.

To procure the specialist external services outlined to achieve student EHCP outcomes, including services delivered by the local CCG such as college-based speech and language therapy or assessments from educational psychologists.

To proactively work with teaching teams providing timely information on MyLoreto regarding students' profile of skills, talents and learning needs and offering effective teaching and learning strategies.

To effectively manage the ALS Funding and Medical Needs administrator.

To effectively manage financial and physical resources and specialist equipment.

To ensure that appropriate exams access arrangements are in place for students: including coordinating the testing of students and liaison with the Exams team.

To manage and contribute to student progress reviews aligned with the College cycle and EHCP Annual Review processes.

To oversee the quality of EHCP Annual Reviews, working closely with college Heads of Schools, Careers and the LA SEND team.

#### Teaching and Learning

- To undertake an appropriate programme of teaching or 1-1- support
- To encourage, advise and support teachers on strategies for supporting students with SEND in order to achieve high levels of retention and high success rates.
- To attend College Management Team and Curriculum Team meetings as per college calendar
- To undertake duties assigned as per membership of those teams.
- To report on the progress and achievements of students

#### Operational/Strategic Planning

- To work with the ALS Funding and Medical Officer to ensure that ALS Funding is tracked
- To ensure that all medical declarations and medications are managed efficiently and safely
- To ensure that robust documentation and procedures are in place to provide a clear audit trail of all ALS activities and expenditure
- To attend meetings as appropriate with representatives of the Local Authorities and report back to the Principal through the appropriate line manager.

- To manage the day-to-day management, control and operation of support and the effective deployment of staff and physical resources.
- To implement College Policies and Procedures e.g. Equality Assurance, Health and Safety etc.
- To work with the Health and Safety Officer/Head of Pathways/FAR on Risk Assessments and Support Plans for students.
- To work with colleagues to formulate aims and objectives for the support service which have coherence and relevance to the needs of students and to the aims and objectives of the College.
- To promote full access to digital technology for SEND students and learning support staff
- To actively represent Academic Support as a member of the Curriculum Team and College Management Team through the calendared meetings in the year; to take ownership of college policy developed at these meetings
- To work proactively with the Head of RE to manage the contribution to the annual cross-college Mary Ward Day of reflection.

### Staffing

#### Staff Development

- To work with the Staff Development Manager to ensure that staff development needs are identified and that appropriate support programmes are designed to meet such needs.
- To contribute to the Professional Development Review and to act as reviewer within the Faculty service area

### Recruitment/Deployment of Staff

- To ensure appropriate support arrangements are made when staff are absent.
- To participate in the interview process for posts when required and to ensure effective induction of new staff in line with College procedures.
- To promote teamwork and to motivate staff to ensure effective working relations.
- To be responsible for the day-to-day management of staff

### Quality Assurance

- To ensure the effective operation of quality assurance systems, especially through the Self-Assessment Report and Curriculum Quality Assurance Cycle.
- To establish the process of the setting of targets within Academic Support and to work towards their achievement.
- To ensure that personal and Faculty deadlines are met.
- To oversee the meeting of deadlines by staff are met where appropriate.
- To establish common standards of evidence -based support programmes that complement teaching and learning and lead to aspirational outcomes
- To contribute to the College's procedures for lesson observation with a clear focus on inclusive learning
- To implement College quality assurance procedures and to ensure adherence to those within the Faculty.

- To monitor and evaluate Academic Support in line with agreed College procedures including evaluation against quality standards and performance criteria.
- To seek/implement modification and improvement where required.
- To ensure that quality assurance procedures meet the requirements of Self-Assessment and the Strategic Plan.

#### College Information and Administration

- To work with College Information System staff to ensure the maintenance of accurate and up-to-date information on the college information system.
- To collect, analyse and evaluate performance data and recommend actions to address any significant achievement gaps for students with SEND
- To identify and take any other appropriate action on issues arising from data, systems and reports; setting deadlines where necessary and reviewing progress on the action taken.
- To produce reports within the quality assurance cycle.

#### Communications

- To ensure that all staff are familiar with the aims and objectives of the college SEND policy and the role of the Academic Support team
- To ensure effective communication/consultation as appropriate with the parents of students.
- To liaise with relevant external bodies as appropriate.

#### Marketing and Liaison

- To contribute to the College liaison and marketing activities, e.g. the collection of material for press releases, the development of effective subject links with partner schools and the community, attendance where necessary at liaison events in partner schools and the effective promotion of the support at Open Days and other events in partner schools and the wider community.
- To work effectively with the college Marketing Manager on matters relating to Liaison, Marketing and Publicity.
- To work with the Admissions Manager to ensure that liaison conforms to and enhances the work of the rest of the College.
- To monitor data on destinations and report on it

#### Management of Resources

- To be responsible for assessing the resourcing requirements, e.g. staff, equipment, assessments of current and potential SEND students so that accurate costings can be undertaken.
- To manage the available resources of space, staff, money and equipment efficiently within the limits, guidelines and procedures laid down; including deploying the department's budget, acting as a cost centre holder, requisitioning, organising and maintaining equipment and stock, and keeping appropriate records.
- To co-operate with other departments and faculties to ensure a sharing and effective usage of resources to the benefit of the College and the students.

- To take responsibility for display and the promotion of an attractive working environment in the Study Centre reporting maintenance issues appropriately.

#### Other

- To support the aims and objectives of the College.
- To attend meetings in accordance with the College meetings schedule.
- To undertake any other duties as the Principal or her designated alternate may reasonably direct from time to time within the context of the Loreto College contract.
- This job description is subject to periodic review and amendment.
- The College is committed to safeguarding and promoting the welfare of young people and vulnerable adults and expects all staff and volunteers to share this commitment.

## Person Specification: Head of Inclusion

This person specification will be used in shortlisting and interviewing to select the best candidate. Each applicant should, therefore, address the person specification in his/her written application and where appropriate you should give examples of how you meet the criteria.

	Essential	Desirable	Method
<b>Experience</b>			
Proven success of leading a support team in a post 16 environment where students with SEND were successful, and met or exceeded their goals	✓		Application/ Interview
A thorough understanding of quality assurance processes in a college and proven experience of using them effectively.	✓		Application/ Interview
Experience of effective working with external agencies such as Local Authorities that resulted in improved specialist support and appropriate E3 Funding		✓	Application, Interview Task
Proven success of offering personalised Initial Assessments of SEND needs, and formulating Support Plans matched to need	✓		Application, Interview Task
<b>Skills and Knowledge</b>			
Wide ranging knowledge of the range of SEND likely to be present in the post 16 student population, including: <ul style="list-style-type: none"> <li>• Learning difficulties and differences</li> <li>• Neuro-diverse profiles</li> <li>• Physical disabilities</li> <li>• Common health difficulties, including SEMH</li> <li>• Sensory Impairments</li> </ul>	✓		Application, Interview task
Excellent knowledge of support strategies that are evidence-based and have most impact on success for students with SEND	✓		Interview Task
Full understanding of the Equality Act and the SEND code of Practice and the implications for supporting students in FE	✓		Application, Interview
Full understanding of the expectations of Ofsted and the DFE in terms of outstanding support and high aspirations for students with SEND	✓		Application, Interview
Ability to work with and advise college staff in relation to students with SEND, and to offer teaching and learning strategies that promote inclusive learning	✓		Application, Interview Task
Ability to offer advice on the use of assistive technology and other digital aids to learning that promote access for students with SEND	✓		Application, Interview Task
Full knowledge of government guidance on the purpose and funding of post 16 support - and the Local Authority role regarding EHCPs and High Needs funding	✓		Application Interview
Ability to assess, procure and cost support for high needs students	✓		Interview
Ability to represent the college at external meetings relating to the Faculty and college provision for SEND within the Local Offer	✓		Interview
Ability to work with Heads of Department and Heads of Faculty and other college teams	✓		Interview
Ability to offer appropriate INSET for staff and teaching colleagues	✓		Interview
Proven ability to undertake lesson observation of students with SEND students in mainstream classes at Level 3	✓		Interview

Proven ability to manage budgets so as to achieve value for money	✓		Interview
Possession of excellent standards of literacy and numeracy.	✓		Interview
Ability to meet deadlines; ability to set appropriate deadlines for others and have them followed.	✓		Interview
Excellent organisational and administrative, communication and listening skills	✓		Interview
Evidence of commitment to Continuous Professional Development and to developing a culture of CPD across the team, ensuring a well-qualified and skilled team which meets student needs	✓		Application, Interview
<b>Qualifications</b>			
A relevant degree level qualification or equivalent, in an area of SEND such as autism, dyslexia/ SpLD, SLCN or Sensory Impairment	✓		Application
A Teaching Qualification	✓		Application
Specialist qualifications in SpLD that enables the post holder to identify or diagnose SpLD A Patoss Assessment Practicing Certificate or AMBDA recognised-qualification approved by JCQ		✓	Application
A relevant Exam Access Testing qualification approved by JCQ		✓	Application
Safeguarding training L2 and the willingness to train up to Level 3/4	✓		Application
<b>Attitude and Impact</b>			
Positive and Enthusiastic	✓		Interview
Flexibility and a readiness to undertake a wide range of tasks	✓		Interview
Smart in appearance and manner	✓		Interview
Ability to work outside of normal office hours on occasions	✓		Interview
In sympathy with the Catholic ethos of the College, including a commitment to co-operation and helpfulness and a concern for the well-being of others	✓		Interview
A willingness to show flexibility in working arrangements in terms of duties and working patterns to meet emergencies and changes in circumstances	✓		Interview
Committed to Equality and Diversity	✓		Interview
<b>Personal</b>			
Enhanced DBS Clearance*	✓		Pre-employment check
Ability to meet the requirements of the Asylum and Immigration Act (to be legally employed to work in the UK)	✓		Interview
<i>*this will follow an initial offer of employment</i>			

## SUMMARY OF MAIN TERMS AND CONDITIONS OF SERVICE

### Head of Inclusion

Start Date	Spring Term 2022										
Closing date	Closing date for receipt of applications is <b>Monday 7<sup>th</sup> February 2022 at 10am</b> . We will not be able to accept applications after this date, except in exceptional circumstances.										
Salary	<p>Salary is based on Sixth Form Colleges' Association Teachers' pay spine from Points 1-9 (£25,826 - £42,149) depending on experience. <i>Salary is negotiable depending on experience.</i></p> <p>There will also be a responsibility allowance of £8,005 per annum paid monthly. This allowance will increase annually as follows:</p> <table border="1"> <thead> <tr> <th>Year</th><th>Actual Responsibility Allowance</th></tr> </thead> <tbody> <tr> <td>Year 1</td><td>£8,005</td></tr> <tr> <td>Year 2</td><td>£8,537</td></tr> <tr> <td>Year 3</td><td>£9,072</td></tr> <tr> <td>Year 4</td><td>£9,605</td></tr> </tbody> </table>	Year	Actual Responsibility Allowance	Year 1	£8,005	Year 2	£8,537	Year 3	£9,072	Year 4	£9,605
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Year 1	£8,005										
Year 2	£8,537										
Year 3	£9,072										
Year 4	£9,605										
Interview date	Shortlisted candidates will be contacted by telephone/email. Please therefore ensure this information is included in your application, along with any dates when you are not available for interview.										
Payment	Your salary will be paid by BACs transfer into your bank account on the last banking day of the month, unless notified otherwise.										
Pension Scheme	You will automatically become a member of the Teachers' Pension Scheme (unless you opt-out). Further details are available at <a href="http://www.teacherspensions.co.uk">www.teacherspensions.co.uk</a> .										
DBS Clearance and safeguarding checks	Loreto Sixth Form College is committed to safeguarding children and young people. All post holders are subject to appropriate vetting procedures as outlined in Part 3 of DfE, Keeping children safe in education 2018 (Appendix 1), this includes satisfactory Disclosure and Barring Service Enhanced with barred list information check.										



#### Rehabilitation of Offenders Act 1974

The amendments to the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (2013 and 2020) provides that when applying for certain jobs and activities, certain convictions and cautions are considered 'protected'. This means that they do not need to be disclosed to employers, and if they are disclosed, employers cannot take them into account. Guidance about whether a conviction or caution should be disclosed can be found on the Ministry of Justice website.

You are not required to provide details of criminal convictions at application stage. However, if shortlisted for interview you will be asked to supply further information, which will include spent convictions.