

Greater Manchester Education Trust
Whalley Range 11 – 18 High School

Job Title: Inclusion Coordinator
Grade 6

Reports to: Assistant Headteacher Head of Inclusion and SENCo

Job Purpose: To support the SENCo in the coordination and delivery of special educational needs (SEND) services, ensuring that students with SEND receive appropriate support and interventions to achieve their full potential.

Key Responsibilities

1. Coordination and Meetings

- To coordinate and lead the Team Around Child (TAC) meetings to ensure comprehensive support for students
- To contribute towards the preparation and submission of Education, Health, and Care Plans (EHCP) for individual students
- To contribute to and take an active role in annual SEN review meetings
- To take an active role in the coordination of the assess, plan, do, review cycle for SEND support students
- To ensure that the assess, plan, do, review cycle is recorded on Edukey
- To ensure that accurate and detailed records are kept of meetings and discussions with parents/carers, staff and outside agencies
- To take part in quality assurance activities to improve the work of the faculty
- Attend relevant meetings with a range of stakeholders
- To prepare student case studies

2. Liaison and Communication

- To liaise with external agencies such as Manchester Sensory Support, Educational Psychologists (EP), Speech and Language Therapists (SALT), and Child and Adolescent Mental Health Services (CAMHS) so that referrals are completed in a timely manner.
- To track and triage inclusion referrals and maintain ongoing communication with staff.
- To conduct initial assessments to identify student needs as part of the referral process.

- To manage and review Edukey profiles for students and share with staff
- To liaise with pastoral and attendance teams to support students
- To coordinate parental forums and drop-in sessions.
- To develop student voice to support the engagement and progress of vulnerable students
- To contribute to the Inclusion faculty report
- To be a member of the Inclusion Referral group

3. Support and Interventions:

- To develop and deliver programs of support for students in inclusion provision.
- To develop and deliver a range of interventions including academic, emotional and behavioural interventions to support students in the Learning Zone
- To develop and review student profiles for students with SEND and additional needs
- To provide educational support to students engaged in a range of lessons and educational activities
- To maintain accurate records of engagement and progress
- To provide support for exam access arrangements.
- To support the SENCO with the monitoring the day-to day management of the inclusion area, creating a safe, effective and stimulating environment.
- To promote the inclusion and acceptance of all students
- To administer a range of baseline assessments for students

4. Professional Development:

- To be willing to undertake accredited specialist Continuing Professional Development (CPD) as required.
- Participate and deliver training and CPD where appropriate

5. Compliance

- To implement advice and guidance from external agencies for identified students
- To implement policies and practices within the faculty which reflect the school's commitment to raising standards and achievement for all students
- To be aware of and comply with all school procedures including those in relation to safeguarding, child protection, health and safety and security, confidentiality, data protection and reporting any concerns to the appropriate member of staff
- To keep up to date student records

General Responsibilities for all Support Staff roles

- To play a full and active role in the life of the school through contributions to initiatives, student facing projects and extracurricular events, where appropriate or reasonably requested
- To undertake duties such as lunch or break supervision, before or after school duties as directed by rotas
- To work with families and external agencies supporting our students
- To work collaboratively and supportively with colleagues to achieve the vision and values of the academy
- To undertake reasonable requests from the Academy Headteacher

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Person Specification

Qualifications, Knowledge & Experience

- Relevant qualifications in special education or a related field.
- Experience of working with students at secondary school age.
- Experience of working with students who have a range of needs including social, emotional, behavioural and SEND.
- Experience of supporting students and/or young people during off-site activities.
- Numeracy/literacy skills (at a level equivalent to NQF Level 2).
- Ability to relate well to students and adults
- Clear communicator, both verbal and written.
- The ability to work as part of a team and to direct support.
- The ability to coordinate the planning, managing and evaluation of student interventions.
- Highly IT literate. Ability to support students using online learning packages.
- Ability to use relevant management information systems e.g. SIMS
- Full working knowledge and understanding of barriers to learning, including behaviour management strategies.
- An understanding of relevant aspects of the SEND Code of Practice
- Understanding the principles of child development and learning processes.
- Ability to plan effective actions for pupils at risk of underachieving.
- Experience of working with outside agencies, for example Children's Services, the Police.
- Full understanding of the range of support services/providers
- Willingness to undertake first aid training and other role specific training as appropriate.

Skills and Attributes

- Empathy and understanding towards students with SEND.
- An absolute commitment to wanting the best for children and young people
- Strong organisational and communication skills.
- Strong problem-solving skills.
- Ability to manage multiple tasks and priorities.

- Self-motivation and personal drive to complete tasks to the required timescales and quality standards.
- The flexibility to adapt to changing workload demands and new school challenges that may involve working beyond prescribed hours on occasion.
- A sense of humour when under pressure.
- Tact, discretion and diplomacy in all interpersonal relationships with the public, students and colleagues at work.
- The ability to act as a role model to students, in terms of professional dress and manner
- Personal commitment to ensure that the provision of support is equally accessible and appropriate to meet the diverse needs of pupils.
- Personal commitment to ongoing professional development.
- A commitment to school improvement.
- Be willing to consent to and apply for an Enhanced Disclosure & Barring Service (DBS) check