

Job Description

Job Title	Director of Safeguarding and Inclusion
Grade/Salary	Leadership L15 – L20 (£59,581 - £67,364 per annum)
Reporting to	Director of School Improvement
Location	Location - Flexible, required to work at all schools across the Trust

Job Purpose

- Be a champion for inclusive provision for all young people with SEND across the Trust. Supporting our vision where every child makes outstanding progress;
- Be accountable for the progress and well-being of pupils with SEND, including those with an EHCP and ensure that our pupils with SEND reach their potential academically and become socially responsible young adults;
- Develop and implement the Trust's safeguarding strategy to ensure that all our pupils and staff work within a compliant and robust culture of safeguarding;
- Ensure the delivery of a safe and secure environment for each school and hold responsibility for all aspects of pupil welfare;
- Lead on the development of Trust policy and practice across the Trust, ensuring that safeguarding continues to be effective.

Key Responsibilities and Accountabilities

Leadership:

- Lead the Trust SEND network, supporting SENDCos to share best practices and learn from each other;
- Establish clear expectations and constructive working relationships with staff across the Trust, including through teamwork and mutual support, devolving responsibilities, and delegating tasks, appropriate evaluating practice, and developing an acceptance of accountability;
- Have knowledge, understanding, and advocacy for the Trusts vision, guiding principles and strategic goals;
- Analyse and interpret relevant national, local, Trust and school data, research, and inspection evidence to inform policies, practices, expectations, targets, and teaching methods relating to SEND;
- Contribute to the strategic plan, operational plans, and evaluation of SEND and safeguarding Trust wide;
- Being responsible for developing and coordinating the whole Trust SEND strategies;
- Ensure that our statutory obligations concerning the administration and implementation of EHCP's are met;
- Ensure that Trust policies regarding SEND remain up to date and reflective of best practices.

Teaching and Learning (Working with SENDCos and school leaders):

- Know and understand the characteristics of high-quality teaching and the main strategies for improving and sustaining high standards of teaching, learning and achievement for pupils with SEND;
- Ensure curriculum coverage, continuity, and progression for pupils with SEND to ensure equality of opportunity;
- Support schools with monitoring the impact of the curriculum for pupils with SEND, making changes to the provision as appropriate;
- Ensure the planning, delivery, and assessment of SEND pupils is consistent, monitored and evaluated through clear policies and practices and use of this information to recognise achievement and assist schools in setting targets for further improvement;
- Establish clear targets for pupils with SEND and evaluate progress and achievement utilising a wide range of Trust information;
- Use data effectively to identify underachieving pupils and, where necessary, help support, create, and implement effective plans to support those pupils;
- Evaluate the provision for pupils with SEND across the schools and use this analysis to identify effective practice and areas for improvement.

Leading and Managing Staff:

- Ensure that staff are trained to support the needs of pupils with SEND through coaching, feedback, and whole school CPD;
- Ensure that the sharing of good teaching and learning practices is a crucial feature of the SEND network;
- Ensure all staff are given constructive feedback, including strengths and areas for development, following school visits;
- To work closely with SENDCos and Middle Leaders across the Trust to ensure that we are using the best interventions to meet the needs of SEND pupils;
- Ensure the SENDCo in each school has an effective management system that values the contributions of teaching assistants and provides professional development opportunities.

SEND & Inclusion Responsibilities (work with SENDCo's to ensure appropriate systems are in place):

- Support the identification of children with special educational needs and disabilities;
- Coordinate provision for children with SEND and proactive liaison with parents of children with SEND;
- Liaise with other providers, outside agencies, educational psychologists, and external agencies;
- Ensure that the school keeps the records of all pupils with SEND up to date;
- Undertake annual reviews and any interim reviews of all EHCP pupils;
- Ensure that schools carry out their statutory responsibilities regarding all pupils with an Education and Health Care Plan;
- Complete statutory audits as required, update the Local Offer and SEND policy as required;
- Support Year 5 and 6 Annual Reviews for primary pupils with EHCPs to ensure smooth transition of pupils into Year 7 and to facilitate effective planning of provision by teaching staff;

- Ensure pupils identified as requiring SEND support have termly opportunities to review their needs, including discussions with their families;
- Keep up to date with current good practice regarding inclusive teaching and support whole school training on SEND;
- Manage and develop effective relationships with external professionals, including reviewing service level agreement. e.g., educational psychologists, speech and language therapy, occupational therapists, physiotherapists;
- Provide opportunities for able pupils to work at higher cognitive levels, to develop specific skills and talents as well as coordinating pastoral support for them both socially and intellectually;
- Identify pupils who have special requirement such as visual, speaking or learning difficulties and qualify for examination access arrangements.

Safeguarding (working with Designated Safeguarding Leads and School Leaders):

- Provide strategic leadership and management on Trust wide safeguarding;
- Be the lead officer for safeguarding within the Trust, reporting to other leads and Trustee's as required;
- Design and implement a Trust wide Safeguarding Policy which is reviewed regularly and updated promptly considering any external updates or advice;
- Monitor and evaluate all data in relation to the safeguarding of pupils;
- Make sure that consistent and meaningful pastoral information is used and monitored effectively to raise standards for all pupils in the Trust;
- Ensure that each school has effective safeguarding improvement planning in place;
- Develop, review then implement a Trust wide safeguarding strategy considering best practice both from within and outside of the Trust;
- Collaborate with other schools and organisations, in a climate of mutual support and challenge, to champion best practice and secure excellent achievements for all pupils;
- Keep up to date with education and educational safeguarding publications, the Ofsted inspection framework and share this information in the appropriate forums;
- Strategically lead the Safeguarding Network of Safeguarding Teams supporting colleagues to work collaboratively and learn from one another;
- Ensure effective safeguarding quality assurance strategies are used across the Trust;
- Report to the Trust leadership on all issues relating to safeguarding;
- Provide an input to support schools managing complex cases.

Core Responsibilities and Duties:

All postholder's are required to:

- Ensure that you understand and comply with the Trust Health and Safety Policy by following the relevant procedures that are in place;
- Read, uphold and promote the safety and well-being of pupils as set out in the Trust safeguarding procedures;
- Promote high standards of personal professional conduct in accordance with the Trust Employee Code of Conduct;

- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, data protection and confidentiality, reporting all concerns to an appropriate person;
- Be aware of and support difference and ensure equal opportunities for all;
- Contribute to the overall vision and values of the Trust;
- Appreciate and support the role of other professionals;
- Work effectively as part of a team;
- Attend relevant meetings, as required;
- Participate in training and other learning activities and performance development as required;
- Treat all users of the school with courtesy and consideration;
- Present a positive personal image, contributing to a welcoming school environment which supports equal opportunities for all;
- Be proactive in seeking appropriate advice and guidance where required;
- Flexible and willing to work between different sites as required.

The duties and responsibilities highlighted in this Job Specification are indicative and may vary over time. Post holders are expected to undertake other duties and responsibilities relevant to the nature, level and scope of the post and the grade has been established on this basis.

Person Specification

The person specification outlines the main attributes needed to perform the post specified. It is intended to give prospective candidates a better understanding of the post's requirements. It will be used as part of the recruitment process in identifying and shortlisting candidates.

Measurements: A=Application, I= Interview, R=Reference, T=Task

No.	Categories	Essential or Desirable	Assessed by:	
			A/R	Interview or Task
Qualifications				
1.	Qualified Teacher Status;	E	A	
2.	Degree in a relevant subject;	E	A	
3.	Evidence of participation in recent relevant Continuing professional development relevant to a strategic leadership post;	D	A	
Experience				
4.	Significant recent and relevant experience as a substantive Assistant Headteacher or middle leader in a secondary or primary setting;	E	A	
5.	Successful and proven track record of leading a whole school area with a demonstrable impact on school improvement;	E	A	I
6.	Experience of line management and holding others to account with demonstrable positive impact;	E	A	I
7.	Experience of analysing and interpreting assessment data to ensure effective pupil progress, raise standards and achieve outstanding pupil outcomes;	E	A	I/T
8.	Evidence of managing teams and leading progress;	E	A	I
9.	Experience of supporting all aspects of inclusion to successfully meet the needs of pupils with complex special educational, social, and emotional needs;	E	A	I
10.	Successful development of colleagues;	D	A	I
11.	Experience of effectively working with others including other schools/Teaching School Hubs;	D	A	I
Abilities, Skills and Knowledge				
12.	Awareness and understanding of current educational trends and issues, including national policies, priorities and legislation specifically related to SEND and safeguarding;	E	A	I

No.	Categories	Essential or Desirable	Assessed by:	
			A/R	Interview or Task
13.	An understanding of a range of special needs, especially SEMH, ASD, ADHD and SpLD;	E	A	I
14.	Up-to-date knowledge of specialised curriculum for young people with SEMH;	E	A	I
15.	Knowledge of using restorative justice;	D	A	I
16.	An understanding of disadvantage and difficult settings;	E	A	I/T
17.	A wide and current knowledge of safeguarding legislation and best practice;	E	A	I
18.	Understanding of the importance of partnership working and accepting appropriate support from others, including colleagues and external agencies;	E	A	I
19.	Understand the role of collaborating and networking within the Trust and beyond;	E	A	I
20.	Up-to-date knowledge of specialised curriculum for young people with SEMH;	E	A	I/T
21.	A wide and current knowledge of innovations in behaviour management;	E	A	I
22.	Management of safeguarding within a complex setting and proven success in promoting safeguarding, to ensure the safety of all pupils and staff;	E	A	I
23.	Ability to work with and advise the Trust Board and Local Governing Bodies to enable them to fulfil their role and statutory obligations;	E	A	I
24.	Evidence of successful, harmonious collaboration with a range of people in achieving agreed outcomes;	E	A/R	I
Personal Qualities				
25.	Strong personal motivation and drive;	E	R	R
26.	Convinced of the transformative nature of excellent education;	E	A	I
27.	Excellent interpersonal skills and the ability to form strong relationships with internal and external stakeholders;	E	A	I/T
28.	Commitment to the safeguarding of vulnerable young people; empathy with the needs of children;	E	A	I
29.	Personal and professional resilience in the face of challenging situations;	E	A/R	I
30.	A commitment to the vision, guiding principles and strategic goals of the Trust.	E	A	I