

Job Description & Personnel Specification

Post title:	Inclusion Leader
Contract:	Fixed Term, (32.5 hours per week, term time only + 5 days)
Pay range:	Band 8, scale point 17 - 22
Line manager:	Headteacher
Location:	Bradford AP Academy

Key Purpose of Post:

- To work with young people to support their positive engagement with education including, but not limited to, reintegration to mainstream schooling, transition to post-16 destinations and transition to alternative provisions, using solution focused approaches that will break down barriers.
- To work in partnership with parents/carers in supporting their involvement and co-operation with engagement in education using solution focused approaches that will break down barriers.
- To work in partnership with external agencies, schools and BAPAC to support the inclusion of young people using solution focused approaches that will break down barriers.
- To initiate and support parents/carers in building their engagement and involvement with their child's learning.
- To support safeguarding by working in partnership with the Designated Safeguarding Leads and external agencies to deliver strategies that monitor, record, communicate and act on safeguarding concerns.
- To monitor children's wellbeing and school attendance and support parents/carers to ensure their child's wellbeing and attendance are maintained to an appropriate level.
- To monitor children's behaviour and attitude and support parents/carers to ensure their children behave within the accepted norms of the behaviour code of the setting that they attend.
- To keep up to date and provide information about relevant local services available to parents/carers and their families.
- May, from time to time, be required to undertake other duties commensurate with the grade and level of responsibility defined in this job description.

Together we Exceed

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Knowledge and Skills

See Personnel Specification

Efforts and Demands

- To make decisions and recommendations, using initiative where appropriate, within established working practices and procedures. The post holder will be expected to use good common sense and initiative in all matters relating to the liaison with other stakeholders, schools, parents, carers and pupils, as well as other members of staff.
- Will deal with any issues, immediate problems or emergencies that arise in line with school policies and procedures liaising with colleagues where necessary.
- Will be vigilant and sensitive to any child protection/safeguarding concerns that arise, reporting any concerns promptly to the designated officer in line with school policy and procedure.
- Will contribute to the overall ethos/work/aims of the BAPA.
- Will appreciate and support the role of other professionals.

Responsibilities

- Establish productive working relationships with pupils, acting as a role model that promotes positive values, attitudes and behaviour that encourages pupils to interact and work co-operatively with others.
- Deal promptly with conflict and encourage pupils to take responsibility for their own behaviour throughout school, during lessons and in the community.
- Be an advocate for the pupil's best interests and engage all stakeholders to support achieving them.
- To work with parents/carers to support their engagement in their child's success within school.
- Work with pupils and families to identify the barriers to success within school, and work with them, using solution focused approaches, to resolve them.
- Support schools and the BAPA to resolve issues that act as barriers to inclusion and success within education.
- Contribute to the development, implementation and monitoring of the Student Inclusion Record, identifying areas for improvement and responding to any changes affecting successful implementation, in order to ensure effective inclusion of the pupil.
- Support and assist the development and implementation of programmes to support times of additional strain on parenting in order to meet the learning needs of the child, both at home and at school.

- Provide informal support for crisis and trauma, including signposting/referring to specialised services.
- Assist schools and the BAPA to support staff in creating an atmosphere which is welcoming to parents/carers to support comfortable engagement with BAPA.
- Improve levels of communication between home and school/BAPA to remove barriers to success by providing an informal interface with families and acting as a trusted intermediary and initial point of contact.
- Promote family learning by engaging parents as co-educators of their own children by providing information about the school and community facilities to support families in developing learning at home.
- Assist in identifying and developing opportunities for parents and families to become involved in the life of the school/BAPA, including attending parents' evenings, meetings and events such as reward assemblies at the school and act as parent volunteers in the school.
- Engage and involve senior colleagues, multi-agency and other key stakeholders, and assist in securing adequate strategic and operational resources.
- Work closely with health workers, other professionals and local community groups to facilitate for availability of relevant support for families.
- Support families in developing partnerships with professionals, which promote children's learning, development and wellbeing.
- Engage hard-to-reach families and support them in accessing services that will help to improve opportunities for families and their children.
- Be the lead professional and attend case conferences or relevant support/cluster groups when required.
- Be responsible for organising own work agenda, time management and administration to meet the needs of the caseload.
- Attend meetings and carry out visits as required to support effective working.
- Work as part of the team of agencies involved with a child/family, liaising with team leaders, schools, BAPA, health workers and parental involvement workers to offer a programme of support for families and young children.
- Support schools/BAPA to work together with other providers of parenting support and enable them to develop their extended services for children's mental health, learning and emotional wellbeing in partnership across their geographical area.
- Maintain up to date knowledge and work closely with the existing support available to parents/carers and school/BAPA staff within the local community area to signpost any of these individuals to relevant agencies for advice and guidance as soon as possible and avoid duplication.



- Keep accurate and appropriate records of activity to allow for monitoring and evaluation, including the collection of information about the effectiveness of the school's / BAPA's work with parents/carers, families and communities, e.g. surveys and evaluation of parental involvement.
- Be knowledgeable on the parent involvement requirements in law.
- Undertake training identified as relevant and maintain continuous professional development
- Implement and work to clear health and safety procedures with regard to working off site and lone working.
- Be accountable to Line Managers through regular meetings and formal channels, e.g. performance management processes, monitoring reports etc.
- Other duties as appropriate.

Environmental Demands / Working Conditions

- Available to work during school hours during term time and a willingness to be flexible to make visits to families and attend meetings/training sessions outside of usual hours.
- Will have contact with members of the public/other professionals e.g. teaching staff, support staff, SLT, governors, parents/carers, community groups, Local Education Authority, external providers etc.
- The post holder may occasionally be subjected to antisocial behaviour from members of the public/pupils/parents/carers/site users.
- Will have long periods of sitting or standing.
- This post may include a degree of manual lifting and handling. You are expected to be aware of health and safety policies and procedures and frequently assess your ability to carry out the lifting tasks required of you.
- Report all concerns to an appropriate person.

Fluency Duty

In line with the Immigration Act 2016; the Government has created a duty to ensure that all Public Authority staff working in customer facing roles can speak fluent English to an appropriate standard.

For this role the post holder is required to meet the Intermediate Threshold Level

Intermediate Threshold Level

The post holder should demonstrate:

- They can express themselves fluently and spontaneously with minimal effort and,
- Only the requirement to explain difficult concepts may hinder a natural smooth flow of language.



Special Conditions of Service

No contra-indications in personal background or criminal record indicating unsuitability to work with children/young people/vulnerable clients/finance (An enhanced DBS check is required).

Other Considerations

To be aware of and comply with policies and procedures relating to child protection, being vigilant for signs that children may be being abused and to report any such suspicions to the Designated Safeguarding Lead.

To act in accordance with the Data Protection Act and maintain confidentiality at all times e.g. access to staff/student/parent and carers files.

Accept and commit to the principles underlying the PRU/Schools Equal Rights policies and practices.

Be able to perform all duties and tasks with reasonable adjustment, where appropriate, in accordance with the Equality Act.

Must be legally entitled to work in the UK.

Closing date: Friday 1st December at 10:00am

Interview date: Monday 4th December

For an informal discussion regarding this opportunity, please contact Nicola Frear on 01274 491986 or 01274 585318. Further details about our academy can also be found on our website www.bradfordapacademy.co.uk

If you are interested in applying for this role, please do so by downloading an application form from our website and submitting it to nicola.frear@bradfordapacademy.co.uk. CVs or applications via Indeed will not be accepted.

Exceed Academies Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. Shortlisted candidates will be subject to related online content checks, in line with Keeping Children Safe in Education 2022. All appointments are subject to an enhanced DBS check as well as successful completion of a probationary period.



PERSONNEL SPECIFICATION: INCLUSION LEADER

Area of specification	Essential	Desirable
Qualifications	<p>GSCE English & Maths or equivalent</p> <p>Level 4 qualification in education or health*</p> <p>Or</p> <p>Minimum of 2 year's experience in education, health, social care or youth work</p> <p>*For the right candidate, a willingness to complete a Level 4 qualification within 12 months</p>	<p>Safeguarding Child Protection Training</p> <p>Team Teach Training</p> <p>Educated to degree level or equivalent</p>
Relevant Experience	<p>Experience of working with secondary school age children.</p> <p>Experience of working with pupils with special educational needs, including social emotional and mental health needs.</p> <p>Experience of working as part of a team.</p> <p>Knowledge and experience of working within school procedures, relevant policies/codes of practice and awareness of relevant legislation.</p>	<p>Experience of delivering high impact intervention for groups of disadvantaged children.</p> <p>Experience of leading initiatives that have a positive impact for young people.</p> <p>Experience of organising and promoting activities.</p>
Knowledge/Skills/Abilities (Core competencies)	<p>Have an ability to understand pupils who have additional learning needs, special educational needs and SEMH needs. and the issues relating to them.</p> <p>Proven communication, organisational and interpersonal skills.</p> <p>Evidence of ability to work effectively with others.</p> <p>Evidence of ability to meet deadlines and work under pressure.</p> <p>In line with the Immigration Act 2016; you should be able to demonstrate fluency of the</p>	<p>Understanding of principles of child development and learning processes as appropriate.</p> <p>Qualification in Mental Health in adolescents or equivalent</p> <p>Excellent ICT skills including use of Word, Excel and email.</p> <p>Hold a First Aid qualification, or willingness to undergo first aid training</p>

	<p>English Language at an Intermediate Threshold Level.</p> <p>Excellent written and spoken communication in English. Good mathematical ability</p> <p>Full UK driver's license and access to own car for business use and hold business insurance cover.</p>	
Disposition	<p>A positive attitude and commitment</p> <p>Able to remain calm and measured</p> <p>Able to relate well to secondary age children and demonstrate kindness and empathy.</p> <p>Flexibility and adaptability</p> <p>Maintain confidentiality</p>	Willingness to share knowledge, expertise and experience.
<p>This job description is not your contract of employment, or any part of it. It has been prepared for the purpose of school organisation and may change to meet the purposes of the school following consultation with yourself. This document must not be altered once it has been signed and will be reviewed annually as part of the performance management process or as appropriate.</p>		

