



Job Description

Role: Lead Practitioner for inclusion (L6-10 Inner London)

Postholder reports to : Headteacher & Deputy Headteacher

General description of the post

The holder of this post is expected to carry out the professional duties of a teacher and leading practitioner, as required, in accordance with the school's policies and under the direction of the Headteacher.

The post-holder is expected to meet and sustain all the Professional Standards for Teachers.

PERFORMANCE CRITERIA

PART 1

MAIN PURPOSE

1. To carry out the duties of this post in line with the remit outlined in the School Teachers' Pay and Conditions Document including the conditions of employment for Assistant Headteachers
2. To assist the Head & Deputy Headteachers in the organisation, management, and strategic development of the school
3. Ensure equitable educational access, aspiration and achievement for learners with special educational needs and disabilities
4. Lead and support the engagement of LAs, home schools, NHS to ensure pupils' statutory entitlement to their continuity of education
5. To act as a Deputy DSL, responsible for promoting and safeguarding the welfare of children and young people within the school
6. Teach as required on the ward or in the schoolroom
7. Develop and oversee high quality interventions

Duties & Responsibilities

Shaping the future

- Support the vision, ethos and policies of the school and promote high levels of achievement
- Contribute to the school's self-evaluation process, including devising and monitoring action plans and other policy development
- Participate as required in the selection and appointment of teaching and support staff
- Lead by example especially when implementing change and improvements in standards
- Promote a culture of inclusion within the school community where all views are valued and taken account of

Developing self and working with others

- Be an excellent role model, exemplifying a high standard of teaching and promoting high expectations for all members of the school community
- Support the induction of staff and students new to the school
- Deliver relevant CPD to our school team and key partners
- Work closely with the head teacher in ensuring an appropriate programme of appraisal for all staff, in line with the school improvement plan and appraisal outcomes
- Attend CPD and stay up to date with new initiatives and research

Managing the organisation

- Contribute to regular reviews of the school's systems to ensure statutory requirements are being met
- Ensure the effective dissemination of information and the maintenance of agreed systems for internal communication
- Contribute to the day-to-day effective organisation and running of the school as part of the Senior Leadership team
- liaising with key staff in home school and colleges.
- Manage and lead processes for complex cases, EHCP support & CLA
- Develop and oversee high quality interventions
- Manage legislative duties on SEND, accessibility reporting
- Manage systems for child voice and patient and family participation (alongside HT)
- CPD of TAs

Securing accountability

- Support the staff and governing body in fulfilling their responsibilities with regard to inclusion and access to education for all children with medical needs
- Contribute to the reporting of the school's performance to the school's community and partners including the governing body
- Support training and information sharing with NHS teams to ensure their understanding of the school's statutory responsibilities
- Liaise with NHS & School leaders on Patient and Family Participation and the Child's Voice
- Manage and lead processes for complex cases, EHCP support & CLA
- Manage legislative duties on SEN

Strengthening community

- To maintain contact with specialist support services in Local Authorities
- To attend meetings with parents and carers as appropriate to ensure positive outcomes for all parties
- Strengthen partnership and community working with peer organisations
- Promote relationships and work with colleagues in other schools and external organisations
- Facilitate successful transitions back to mainstream education
- Source home tuition applications and school visits

Part 2: Recruitment

This section sets out the core requirements of the post. The appointment to this role is subject to the current conditions of employment for teachers and leaders and to all relevant statutory guidance, including safer recruitment and safeguarding requirements.

- the School Teachers' Pay and Conditions Document (STCPD);
- the School Standards and Framework Act 1998;
- the required Standards for Qualified Teacher status;
- other current legislation.

This job description may be amended at any time following discussion between the Headteacher and the post-holder and will be reviewed annually as part of the performance management process. The post-holder is expected to carry out all duties with full regard to safeguarding, child protection, equality and the promotion of pupils' welfare.

Values and behaviour

Teachers make the education of their pupils their first concern and are accountable for achieving the highest possible standards in work and conduct. They act with honesty and integrity, maintain strong professional knowledge, keep their practice under review, build positive professional relationships, and work with families and partner agencies in the best interests of children and young people. They are expected to maintain a constant focus on safeguarding, inclusion and the promotion of pupils' welfare.

Personal and professional conduct

The post-holder is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviours and attitudes required throughout a teacher's career and are integral to the school's expectations regarding safeguarding, suitability to work with children and professional accountability.

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

- Treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position.
- Having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions.
- Showing tolerance of and respect for the rights of others including; democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.
- Ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.

Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach and maintain high standards in their own attendance and punctuality.

Teachers must understand, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

The post-holder is accountable to their line manager and the Headteacher in all matters.

Appraisal, CPD and career development are linked processes in this school. Appraisal is a continuous process that generates the evidence a teacher will need for pay determination, CPD and career advancement. All staff are expected to present a summary of their CPD and its impact on learning within the hospital school at their annual appraisal meeting.

Note

This job description is not your contract of employment, or any part of it. It has been prepared only for the purpose of school organisation and may change either as your contract changes or as the organisation of the school is changed. This document must not be altered once it has been signed but will be reviewed annually.