

Job Description

Post Details	Last Updated: September 2023
Job title	Deputy Inclusion Lead, Safeguarding and Mental Health Lead
Department	Central Education Team
Grade	LPT Leadership Grade 1-6
Place of work	Across Learning Partners Academy trust, attending relevant schools and settings
Responsible to	Trust Inclusion Lead
Internal communication	Working alongside the Trust Inclusion Lead to support internal staff across the Learning Partners Academy Trust, where appropriate, to improve children feeling safe, included and supported.
External communication	Liaising with external services such as Speech and Language Therapists, Educational Psychologists, Local Authority Case Workers and Leaders, Local Authority, Mindsight Surrey and all the services SENDCos often work alongside.

A. Job Purpose Statement

- Effect improvement across the Trust schools, with a focus on embedding excellent practice within the curriculum and improvement in students' access to the curriculum.
- In collaboration with the school SENCOs, Safeguarding Leads and Inclusion, review and design effective curriculum provision for students with additional needs, including those with SEND, who are Pupil Premium, Looked After Children, Young Carers and those experiencing difficulties with personal identity or who might be considered to be part of a minority group.

B. Key Responsibility Areas:

- Effect SEND, Safeguarding and mental health support improvement across the Trust schools, with a focus on embedding excellent practice and improvement in students' access to support, implementing and leading the trust-wide strategy in collaboration with key stakeholders (SENDCos and SEND teams, DSL teams, HSLW teams, LSA/TA Teams, Headteachers and Senior Leadership Teams).
- Review and work collaboratively with the SEND Team to support and design effective SEND, safeguarding and Mental Health Support systems for all students, including those who have additional needs, are Pupil Premium, Looked After, Young Carers and those experiencing difficulties with personal identity or who might be considered to be part of a minority group.
- Work alongside the Trust Inclusion Lead to Support SEND and DSL teams to provide practices to ensure that all students and staff work to improve the outcomes of young people and improve safety.

- Reporting to Trust Inclusion Lead on all issues relating to SEND, Safeguarding and Mental Health Support across trust schools.
- Work alongside the Trust Inclusion Lead to develop, review and implement a Trust-wide SEND and safeguarding strategy through strategic leadership and management, considering best practice both from within and outside of the Trust.
- Compliance: Ensure hub schools are compliant with SEND and safeguarding legislation.

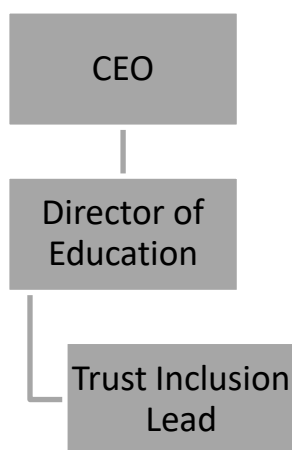
C. Core Purpose of Role

This is not designed to be a list of all tasks undertaken but an outline record of the main responsibilities.

- Support to individual schools: regular visits to school SEND and DSL teams, work alongside SEND hub leaders.
- Develop policy, procedures and assist SENDCos and safeguarding teams to embed best practice at strategic and operational level for provision of pupils with SEND or safeguarding needs and students with mental health needs.
- Ensure appropriate systems are in place to log staff training and engagement with statutory regulations for SEND and safeguarding.
- Ensure TAs, LSAs SEND teams, DSL teams and all staff are able to access relevant safeguarding and Inclusion training to enable them to undertake their roles to the highest possible level.
- Work with Trust Headteachers and SLT on the strategic development of safeguarding, SEND and mental health support.
- Provide advice, guidance and practical strategies to teachers, SENCO's and safeguarding teams across trust schools.
- Advise on the SEND and safeguarding arrangements across the trust.
- Advise and support with risk assessments for students as necessary.
- Ensure that the progress of pupils with additional needs or those who are disadvantaged or vulnerable is reviewed and maintained on schools' records.
- Work alongside the Trust Inclusion Lead to provide quality assurance for hub schools and support SENDCos, SEND teams and safeguarding teams to deliver improvements. This should include challenge to academies through regular audits of provision and follow-up support as appropriate.
- Contribute to the Trust's strategic plan and operational plans.
- Work alongside the Trust Inclusion Lead to develop the Trust's Inclusion Policy and related policies and procedures are followed and adhered to as well as working alongside the Trust Inclusion Lead to update the Trust Inclusion Policy.
- Work alongside the Trust Inclusion to lead and plan the termly SENDCo and DSL Network, as well as the Home School Link Worker Network/Pupil Premium Network and supporting colleagues to work collaboratively and learn from one another and run the network in the absence of the Trust Inclusion Lead.
- Maintain up to date knowledge of SEND, safeguarding and mental health support legislation to supporting colleagues in trust schools to undertake cultural and systemic change where necessary working alongside the Trust Inclusion Lead and SEND Hub Leads.
- Liaise with external agencies, including the Local Authority, as appropriate, to ensure a collaborative and connected approach to Inclusion.
- Support SENDCo and DSL colleagues in schools who are new to role alongside SEND Hub leads.
- Work with the Trust Inclusion Lead to provide safeguarding research across the Trust. Develop systems to drive improvements in safeguarding through the regular use of student voice and safeguarding surveys.
- Work alongside the Trust Inclusion Lead to provide SEND/Safeguarding training for all staff.
- Respond to safeguarding and SEND consultations on behalf of the trust.
- Keep up to date with education and educational SEND and safeguarding publications, the Ofsted inspection framework and share this information in the appropriate forums.

- Analyse, interpret and communicate relevant national, local, Trust and school data, research, and inspection evidence to inform policies, practices, expectations, targets, and teaching methods relating to SEND or safeguarding practice.
- Motivate and support DSLs and SENDCos to carry out their roles to the highest standard through coaching and professional development.
- 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.
- Make sure that consistent and meaningful pastoral information is used and monitored effectively to raise standards for all pupils in the Trust.
- Support schools managing complex cases where necessary.

D. Organisational chart



E. Expectations

Learning Partners Academy Trust is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults; we expect all staff and volunteers to share this commitment.

All Staff are expected to:

- Contribute effectively to raising student achievement and maintain a positive and supportive culture where all can fulfil their potential and be happy.
- Follow the employee code of conduct and thereby have due regard for safeguarding, Health and Safety in the workplace regulations, promote equal opportunities, exercise professionalism and uphold the values of member schools and Learning Partners Academy Trust.
 - Positively support equality of opportunity and equity of treatment to colleagues and students.
 - Help maintain a safe working environment by:
 - Attending training in Health and Safety requirements as necessary, both on appointment and as changes in duties and techniques demand.
 - Following local codes of safe working practices and the School's Health and Safety Policy.

This post is classified as having substantial access to children and appointment is subject to an enhanced police check of previous criminal convictions (DBS). Applicants are required, before appointment, to disclose any conviction, caution or binding over including 'spent convictions' under the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975. Non-disclosure may lead to termination of employment. However, disclosure of a criminal background will not necessarily debar from employment – this will depend upon the nature of the offence(s) and when they were recorded.

F. Role Development / Summary

Every effort has been made to explain the main duties and responsibilities of this role, however, each individual task undertaken may not be explicitly identified. You will be expected to comply with any reasonable request from the CEO to undertake work of a similar level not specified in this job purpose.

As the Trust and the post-holder develop, there will inevitably be some changes to the duties for which the post is responsible, and possibly to the emphasis of the post itself. The Trust expects that the post-holder will recognise this and will adopt a flexible approach to work. This could include undertaking relevant training if necessary.

Should significant changes to the job purpose become necessary, the post-holder will be consulted and the changes reflected in a revised job description.

F. Person Specification

This section describes the knowledge, experience and competence required by the post holder that is necessary for acceptable performance in carrying out this role.

		Essential /Desirable
Education & Qualifications	<ul style="list-style-type: none"> Degree QTS Demonstration of commitment to ongoing professional development Qualification in SEND e.g., Senco qualification, masters or equivalent Safeguarding training and qualification Exam Access Qualification for testing 	E D E D D D
Knowledge/ Experience	<ul style="list-style-type: none"> Previous experience as a SENCo or Inclusion Lead Proven and successful SEND innovation Outstanding knowledge of SEND education Proven ability to raise standards Strong and secure knowledge of area of specialism and in deploying improvement strategies Exceptional understanding of all data to analyse and inform improvement planning Strong knowledge of safeguarding and Mental Health Proven experience of quality learning strategies, monitoring pupil progress and interventions to raise attainment and progress outcomes Line management experience Knowledge and understanding of assessment and examination and reporting measures Ability to implement rigorous self-evaluation Ability to support staff to account for their performance 	E E E E E E E D D D D D
	<ul style="list-style-type: none"> Successful experience of leading and/or providing improvement strategies in a school and / or to other schools Record of successfully leading improvements over time Successful challenge of underperforming staff Leadership of innovation/change management with evidence of positive impact 	E E D D

Skills/abilities	<ul style="list-style-type: none"> • Excellent written and oral communication skills • Able to present engagingly to a variety of audiences in a range of settings with confidence, accuracy, and emotional literacy • Awareness of the importance of regular and transparent communication with colleagues • Able to produce high-quality, concise, and logical written reports 	E E E D D
Aptitudes/ Personal qualities	<ul style="list-style-type: none"> • Ability to work innovatively and creatively • Able to form strong and effective working relationships • Ability to coach and support other professionals • Strong oracy skills 	D D D D

Postholder's signature: _____

Date: _____