

Job Description

Job Title	Inclusion Strategy Manager
Grade	PO9
Reporting To	Strategic Commissioner, SEND
JD Ref	PC0131P

Purpose

Ensure the delivery of quality educational support services to promote positive behaviour in schools and to champion the inclusion and equality of opportunity for all children and particularly those who are vulnerable or have SEND thereby improving their outcomes.

To lead and co-ordinate interventions and initiatives proactively teaching social, emotional and behavioural skills, promoting positive behaviour and managing challenging behaviours in the Authority wide.

Main Duties And Responsibilities

Behavioural:

- Enjoy, achieve, create impact, and thrive in the role and organisation.
- Live our values and leadership behaviours in the role and organisation.
- To keep up to date with current knowledge and practice in the area of social, emotional, behavioural and mental health difficulties and disseminate to schools through regular updates.

Team Leadership and Management:

- Provide strong leadership, strengthening engagement, growth, culture, innovation, collaboration and performance.
- Assign responsibilities, setting clear expectations, and deliverables to team members and empower them to excel in their roles.
- Through continuous improvement strengthen the tools, practices and impact of the service.
- To co-ordinate all the initiatives regarding Behaviour in the Authority and to lead on the Authority's agreed core actions in this field, through an established, focused plan linked to corporate priorities.
- To ensure that activities in this field are directed to all/any institutions that have a priority need whilst avoiding duplication and multiple/similar approaches being used within one institution.
- Take on leadership roles, motivating staff from all professions and ensuring the development and maintenance of effective working relationships across the service area and within partnership agencies e.g. health and social care.
- To provide such reports as the Director or the Head of Service may require.

Communication, Engagement and Training:

- The development and implementation of effective strategies that contribute to increasing the capacity of schools to manage young people who are experiencing difficulties with their emotional well-being and behaviour regulation.

This might include:

- supporting the development of outreach services delivered by our special SEMH provision
- provision of bespoke and LA wide training (e.g. to school based/central/ special interest groups)
 - Advice and support to schools at policy level,
 - Observation of children in context to facilitate improved teacher management and to assist in the provision of revised behavioural strategies and interventions and the robust evaluation of outcomes.
- To provide support and training for individual members of school staff, whole school staff or special interest groups within a defined system of prioritisation and practice outcomes evaluated. This may include carrying out an audit and/or observation and making recommendations or suggesting strategies to individual teachers, groups of teachers or whole school.
- To work strategically with other partners to prevent pupils being permanently excluded and to provide appropriate challenge to schools considering permanently excluding pupils.
- To liaise with other services and schools providing support in the area of children's behaviour: e.g. Gilbrook, P.R.U, Educational Psychologists, clinical psychologists.
- To provide regular briefings for officers, headteachers and partners including information about legislation, policies, key initiatives and support available, along with recommendations for proven (researched) strategies, programmes and effective trainers.

Performance Management:

- To co-ordinate and monitor the quality, content and coverage of training to establish consistency of messages being promoted within the authority.

Compliance:

- Ensure that all service initiatives adhere to relevant legislation, policies and practices.
- To work towards the establishment of good and sustainable behaviour management skills and systems in all schools in line with current legislation.
- To have strategic oversight of Early Intervention policy and approaches.

Other:

- To perform such other duties as may be requested by the Director of Education or Head of Service commensurate with the grade of the post.



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Role Specific Knowledge, Experience And Skills

Qualifications

- Degree level training in social, emotional and mental health difficulties, education or equivalent.
- Qualified Teacher Status (QTS)
- Evidence of Continuing Professional Development (CPD) in this area

Desirable

- Training in managing qualified teachers and other professionals

Knowledge & Skills

- Skills in the use of complex methods of assessment, analysis, intervention and management of children, families and schools.
- Well-developed skills in the ability to communicate effectively, orally and in writing, complex, highly technical and/or sensitive information to children, their families, carers and other professional colleagues.
- Skills in providing consultation to other professional and non-professional groups.
- Knowledge of legislation in relation to the client group, education, behaviour difficulties particular to schools and mental health.
- Knowledge of the theory and practice of specialised interventions and therapies with clear evidence base.

Desirable

- A broad, in depth range of competencies as a qualified teacher and specialist practitioner in SEMH with experience of teaching and management within both mainstream and specialist schools and experience of supporting, schools within the area of SEMH.

Experience

- Experience and skills in providing an 'expert resource' to the wider professional community including providing consultation to other professional and non-professional groups.
- Competencies in participating in and leading audit, intervention, effectiveness, service evaluation and/or research projects.
- Management of data sets and their use to design services and respond to need evidence of effective leadership/mentorship within a high performing team.
- Evidence of strategic contribution to interpreting or developing policy and services across an organisation
- Specialist assessment and therapeutic interventions with children and young people, and their families.
- Working with a wide variety of child mental health and well-being problems, across the whole age range including maintaining a high degree of professionalism in the face of highly emotive and distressing problems and verbal and physical abuse.
- Teaching, training and supervision of professionals.
- Working with children, young people, teachers and teaching support staff in the school setting and application of SEMH interventions in different cultural contexts.



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- Working with safeguarding issues and social workers.
- Service development and project development.

Desirable

- Teaching and working with children with special needs such as Autism Spectrum Disorder (ASD), Attention Deficit Hyperactivity Disorder ADHD, learning disabilities.

Additional Information

May be required to work occasional evenings or unsocial hours.

Able to travel throughout the borough using private/public transport.

Health & Safety Considerations:

- Work with VDUs (Video Display Unit) (>5hrs per week)

Approved By: Katy Bird

Date Of Approval: 15.03.2022



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