

Job Description

Job Title:	Head of Inclusion
Grade:	Soulbury 28-31 and up to 3 SPA plus £3270 London Weighting
Department:	Education
Division:	People & Resilience
Reports to:	Head of Schools' Performance and Partnerships
Responsible for:	Educational access and outcomes for vulnerable pupils
Number of Posts Supervised/ Managed:	4

Job Purpose

- As a member of the senior leadership team in Education, to hold strategic responsibility for educational access, attendance and outcomes for vulnerable children and young people.
- To work with headteachers and inclusion leads across the local family of schools to maintain low levels of exclusions and support children and young people to remain engaged within mainstream schools as far as is possible.
- To make sure that robust systems are in place for tracking and early identification of children and young people who need additional support to stay engaged with education.
- To lead for Education working with partners in early help and social care to support families in a coherent, joined up way which meets their needs.
- To lead for Education on matters of young people's welfare, linking with key partners such as police, Violence Reduction Unit, Community Safety, wider family support and the voluntary sector.
- Ensure that those children and young people who are hard to place, have an appropriate provision to meet their needs.
- To work innovatively and creatively to secure funding and pilot approaches which enhance inclusion and improve educational opportunity for children and young people.

Specific Accountabilities of the Role

1. To line manage a team of Education Inclusion Partners, each responsible for a cluster of schools in their area; ensure that vulnerable children are tracked, and additional support is brokered and provided from partners for schools and families where needed. Provide early intelligence of children at risk of exclusion and/or non-attendance (including Persistent Absenteeism) and practices and policies which may lead to higher exclusions.

2. In consultation with the Head of Schools' Performance and Partnership lead on specific priorities in line with the current Education and Participation Strategy and relevant legislation.
3. Analyse and report overarching data for attendance, fair access, exclusions, and those at risk of exclusion across all schools and actions required to sustain and improve outcomes.
4. Ensure that the Council's register of children not in full time education is monitored and children and young people are tracked and followed up with the appropriate level of challenge.
5. Work alongside Council and external partners in a multi-agency approach to address risks and commission services that meet the needs of vulnerable children and families. Specifically ensure that the Team Around the School approach is embedded in practice and has secure evidence of impact and that the Step Up Stay Safe initiative is understood and supported by schools.
6. Work closely with headteachers and inclusion leads to maintain good inclusive practice, low exclusions and innovative approaches to supporting children and young people to remain engaged with education and in mainstream school as far as possible. To provide constructive challenge and advice where practice needs to be improved.
7. Commission partners including Barking & Dagenham School Improvement Partnership to deliver activities for schools in the areas of inclusion and monitor the impact of this work.
8. Work creatively and innovatively with schools, alternative provision and partners to develop, pilot and embed programmes which re-engage and support children and young people who are at risk of falling out of mainstream education. Use the learning from projects such as 'Sparking Purpose' to improve provision and support for children and their families.
9. As Chair of the Education Placement Panel, ensure fair access for hard to place young people and that timely provision support is put in place for children and young people at risk of exclusion.
10. LBBD lead on attendance in schools in line with DfE expectations
11. Manage a range of budgets and funding streams as directed by the Head of Schools' Performance and Partnerships. Work actively and creatively to maximise available funding through bidding and partnerships.
12. Chair and or participate actively as appropriate in an agreed range of partnership and officer meetings related to Inclusion and Safeguarding and promote the local authority's vision and values in such meetings.
13. To ensure complaints are responded to in accordance with the complaints procedure.
14. To keep up to date with new developments in appropriate fields, attend training and supervision sessions and contribute to workshops, seminars and conferences.
15. Support the local authority in carrying out its statutory functions in particular with regard to placements exclusions and attendance.

Statutory requirements

- Responsible for ensuring that statutory processes around school exclusions are followed by all schools in accordance with DfE requirements and that accurate records are kept and reported as required.
- To make a lead contribution to Keeping Children Safe in Education and other statutory guidance through working with partners in and outside the Council.

General Accountabilities and Responsibilities

Customer Care

Provide services that are fair and accessible to all, challenging existing practices that support the traditional culture and promote the Customer First proposition across the Council

Project management

Undertake assigned projects, ensuring that agreed outcomes are delivered on time, within budget and to the expected standard.

General Accountabilities and Responsibilities (All roles)

- Ensure compliance with appropriate legislation, Council Policies, the Council Constitution (including Contract Rules, Financial Regulations and Rules, Employment Procedure Rules, Employees' Code of Conduct), Information Security Policies, Social Media Policy and other requirements of the Council.
- Ensure high standards of records management and assume responsibility for all information assigned to the post.
- Promote the development of a high quality individual need led service, to comply at all times with the Council's policies and procedures, particularly those regarding Data Protection, Equalities and Diversity and Health and Safety.
- Ensure compliance with and actively promote the Council's Equalities and Diversity policies and strategies and comply with the Equality Act 2010.
- Ensure compliance with and actively promote Health and Safety at work legislation, Council and Service H&S policies and procedures.
- Comply with the competencies and standard requisites agreed by the Council as relevant to your post.
- Comply with the General Data Protection Regulation and Data Protection Act 2018 (DPA 2018) (all employees of the Council will not disclose or make use of, for their private advantage, any information held on manual or computer records, which are not available to the public, however acquired).
- Take responsibility for continuing self-development and participate in training and development activities.

The above mentioned duties are neither exclusive nor exhaustive and the postholder may be called upon to carry out such other appropriate duties as may be required by the Line Manager within the grading level of the post and the competence of the postholder.

Person Specification Template

Post Title	Head of Inclusion	Grade	Soulbury 28-31 and up to 3 SPA plus £3270 London Weighting
Section, Division	Education/ Schools Performance & Partnerships	Date of Person Specification	February 3, 2022

Job Requirements		Criteria (E or D)	Method of Assessment	Job Requirements		Criteria	Method of Assessment
Education, Training and Qualifications	QTS, Degree Educated	E	AF1	Knowledge, Skills and Experience	Evidence of successful teaching and leadership of inclusion in a school or other relevant setting: able to articulate what good provision looks like.	E	AF3, I
	Evidence of Post-Qualification Study/ accreditation such as certificated professional development				Conversant in relevant statutory legislation, and the work of regulatory bodies and ability to apply these in role.	E	I
	Evidence of Post-Qualification Study/ accreditation such as certificated professional development	E	AF2		Evidence of effective partnership work with schools to improve achievement for vulnerable children and young people in an inclusive context	E	AF4, I
					High level knowledge of best practice in Education and provision for vulnerable children and young people including statutory requirements	E	I

Communication, Contacts and Relationships	Demonstrable verbal, written and analytical skills and proven ability to forge professional relationships and work in partnership with schools and families	E	I, T	Equalities and Diversity	Evidence of commitment to equalities, diversity and to inclusive practice and the best possible outcomes for all children	E	I, T
Creativity and Innovation	Ability to demonstrate creative and responsive approach, including commissioning Specialist alternate provision and services which help overcome challenges and improve outcomes and opportunities for young people	E	I, T	Resources, data protection and information governance.	Demonstrable experience of the use of data and local intelligence to make informed decisions	E	AF6, I, T
Supervision / Management of People	Experience of leading and managing a team to drive positive outcomes for vulnerable children and young people.	E	AF5, I	Work Demands and Decisions	Evidence of compassion and putting children first when justifying decisions made	E	I, T
	Evidence of effective multi-agency stakeholder engagement to support positive outcomes for vulnerable children and young people	E	I, T				
Drive Values	Deliver As a leader, you create the conditions for your team to deliver their very best, to develop and to realise their potential.		AFV1, I, T				
	Respond I am relentlessly reliable. I set high standards, encourage		I, T				

	improvement, and support my team. I take ownership for creating the right conditions for my team to follow my example to achieve high levels of performance.						
	Inspire I understand how the council is working to change the borough for the better and work with my team to find solutions so that they can work collaboratively with other departments and partners, freely sharing their knowledge and skills to identify solutions to address customer concerns.		AFV2, I, T				
	Value I encourage my team to learn, grow, develop to achieve their potential. I am prepared to actively listen and reflect on customer concerns with a view to understanding the customer's point of view.		I, T				
	Engage I am visible, open, honest, respectful, and accessible. I listen and recognise a job well		AFV3, I, T				

	<p>done. I empower my team to challenge the way we do things, so we improve services and nurture a new kind of relationships with our residents and customers.</p>						
	<p>DWP “Disability Confident Employer” Accreditation Applicants with a disability or impairment will be shortlisted for interview if they meet the minimum (essential) criteria for the job.</p> <p>Armed Forces Community Covenant All personnel and veterans who have left the armed forces within the last 24 months will be offered an interview if they meet the minimum (essential) criteria for the job.</p>	<p>Method of Assessment</p>	<p>AF - Application Form C - Assessment Centre I – Interview T – Test</p>				

Barking and Dagenham Council employees



Deliver

I know what's expected of me as a Barking and Dagenham leader and manager.

I take responsibility and ownership, creating the right conditions for my team to follow my example.



Respond

I am relentlessly reliable. I set high standards, encourage improvement and support my team to achieve high levels of performance.



Inspire

I understand how the council is working to change the borough for the better and communicate this with my team in a meaningful way so that they understand the part that they play.



Value

I encourage my team to learn, grow, develop and collaborate with others to achieve their potential.

I take pride in my work, am a role model to others and lead my team.



Engage

I am visible and accessible. I listen and recognise a job well done.

I empower my team to challenge the way we do things so we improve services and new kinds of relationships with our residents and customers.