



WILLIAM FARR
C of E Comprehensive School

JOB DESCRIPTION & PERSON SPECIFICATION

JOB ROLE: Inclusion Lead

Reports to: Assistant SENDCo

Grade: WFS 6

JOB DESCRIPTION

Overall Responsibilities:

The Inclusion Lead at William Farr CofE Comprehensive School will lead, develop and deliver inclusive provision that supports pupils with additional needs and promotes their achievement, wellbeing and positive engagement with school life. Working with the pastoral staff, teaching teams, SEND, external professionals and the Senior Leadership Team, the Inclusion Lead will ensure that timely behaviour support, interventions and curriculum access enable individuals to make progress and contribute positively to the wider school community. This post directly supports the school's vision and values by promoting dignity, respect, positive conduct in line with the school's clear vision and values, aspiration and high expectations for all students across Years 7–13.

Duties and responsibilities:

- Work with the SEND faculty to develop a truly inclusive provision which has measurable impact on individuals and on the wider school.
- Operate as lead for the Inclusion Room and associated provision, overseeing support and deployment of staff on a day-to-day basis, ensuring consistent routines, high standards and strong oversight of progress and behaviour.
- Act as a key liaison between families, teaching staff, pastoral teams, attendance, SENDCo and external professionals.
- Operate as part of the Safeguarding team as a Deputy Designated Safeguarding Lead.

Operational management

- Lead and manage a team in the running of the Inclusion Room. Create an inclusive climate, oversee the organisation of pupil arrivals, the maintenance of structure and routines, ensure pupils are kept on task and engaged.
- Be responsible for resourcing the Inclusion Room: maintain, order and organise resources necessary for curriculum and restorative provision.
- Set differentiated work and restorative tasks for pupils in the Inclusion Room, aligned to curriculum expectations and individual needs.

- Oversee the maintenance of daily room logs and quality assure reports recording pupil behaviour, attitudes, work completed and any interventions applied.
- Monitor that pupils' work and behaviour meet required standards; implement follow-up actions where standards fall short.
- Maintain accurate record keeping of attendance, interventions and outcomes.

Behaviour, de-escalation and pastoral support

- Promote positive pupil behaviour in line with school policies; encourage respectful conduct and high expectations.
- Apply positive behaviour management and de-escalation strategies; support colleagues to apply consistent approaches.
- Oversee the implementation of restorative practice and support pupils to reflect, repair and reintegrate into mainstream lessons where appropriate.
- Provide on-the-spot pastoral support to pupils and signpost to further specialist help when needed.

Engagement and family liaison

- Build positive, constructive relationships with pupils and families; communicate sensitively and professionally regarding pupil progress and behaviour.
- Liaise with staff (in particular SEND, Heads of Year and Assistant Heads of Year) and parents about pupils placed in the Inclusion Room and coordinate actions to support the pupil's reintegration and progress.
- Work with the SENDCo and Assistant SENDCo and other professionals to ensure continuity of support and to contribute to reviews, EHCP processes or targeted interventions.

Collaboration and communication

- Work effectively as part of the pastoral team and with teaching staff to ensure coordinated support across the school.
- Provide accurate, timely information about pupils to colleagues and external professionals as appropriate, maintaining confidentiality at all times.
- Lead, attend and participate in meetings as required (to include SEND Faculty meetings), and be willing to participate in meetings before or after the school day when necessary.
- Lead on designated EHCP reviews and Team Around The Family meetings as appropriate.
- Support Heads of Year with the Pastoral Support Plan (PSPs) process

Training, development and contribution to school improvement

- Demonstrate enthusiasm to engage with SEND, curriculum and SEMH training as identified; apply learning to develop practice and provision.
- Contribute to development, implementation and evaluation of school policies and practises that support inclusion and pupil wellbeing.

- Support whole-school approaches to behaviour, attendance and curriculum access; contribute to action planning and school development priorities.

Administration and reporting

- Quality assure and maintain accurate records for the Inclusion Room (attendance, behaviour logs, work completed, daily reports).
- Produce reports and summaries for SLT, SENDCo and external agencies as required.
- Ensure resources are deployed effectively and safely.

Professional responsibilities and conduct

- Maintain excellent interpersonal, written and oral communication and presentation skills.
- Manage time effectively, work flexibly and use initiative to prioritise and respond to needs.
- Respect confidentiality and always act with professional integrity.

General

Be aware of and comply with all school policies and procedures particularly relating to child protection, equal opportunities, health and safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.

Carry out all duties regarding the school's policies and codes of conduct.

Participating in training and other learning activities as required and to participate in appraisal and professional development.

Set high expectations of conduct, whilst acting as a good role model for others.

PERSON SPECIFICATION

Qualifications, Knowledge and Experience			
	Essential	Desirable	Assessment
Minimum 5 GCSEs at or above Level 4 or C Grade, including English and Maths	✓		Application
Further qualification that supports the job role		✓	Application
Willingness to undergo in further training and development in the post.		✓	Application
Relevant training in behaviour management, restorative practice, safeguarding, SEND (including SEMH) or similar.	✓		Application
Knowledge of leading an EHCP review under the guidance of the SENDCo		✓	Application / Interview
Excellent behaviour management skills, including an awareness of de-escalation procedures and positive behaviour strategies.	✓		Application / Interview
Knowledge of statutory requirements and processes relating to SEND, safeguarding and behaviour in secondary/sixth form settings.		✓	Application / Interview
Ability to set and maintain high expectations for pupil conduct and work.	✓		Application / Interview
Experience of organising, leading and managing small-scale provision or a learning space (e.g., Inclusion Room) and maintaining accurate records.	✓		Application / Interview
Experience of working with students with SEND, SEMH or other additional needs in a secondary or sixth form setting.		✓	Application / Interview
IT literate: able to maintain logs, produce reports and use school management systems for record keeping.	✓		Application / Interview
Strong knowledge of safeguarding	✓		Application / Interview
Undertaken multi-agency safeguarding training pathway		✓	Application / Interview
Direct management of day-to-day provision and resources	✓		Application / Interview
Clear, accurate record-keeping and reporting to SLT and other stakeholders	✓		Application / Interview
Personal Qualities			
Good organisational skills and the ability to manage own time, prioritise tasks and work flexibly.	✓		Interview
Team-working skills: able to work effectively with teaching staff, pastoral teams, SLT and external agencies.	✓		Interview
To be able to meet deadlines and work proactively	✓		Interview
Strong interpersonal skills: clear written and oral communication; confident in liaising with parents, staff and external professionals.	✓		Interview

