



Role: Leader of Inclusion and Welfare

Responsible for: Taking the lead on all issues regarding pupils with SEND and Safeguarding

Responsible to: The Headteacher

Purpose of Role:

- Determine the strategic development of special educational needs (SEN) policy and provision in the school
- Be responsible for day-to-day operation of the SEN policy and co-ordination of specific provision to support individual pupils with SEN or a disability
- Provide professional guidance to colleagues, working closely with staff, parents and other agencies
- The SENCO will also be expected to fulfil the professional responsibilities of a teacher, as set out in the School Teachers' Pay and Conditions Document
- The DSL will take lead responsibility for safeguarding and child protection across the school. They will take part in strategy discussions and inter-agency meetings, and contribute to the assessment of children
- They will advise and support other members of staff on child welfare and child protection matters, and liaise with relevant agencies such as the local authority and police
- Some safeguarding activities may be delegated to deputies, although the DSL will retain lead responsibility for the work of deputies and will ensure it is completed to the highest standard

At L.E.A.D we have a strong vision and four core principles, to lead, empower, achieve and drive, that you will be expected to demonstrate in your working practices.

1.	<p><u>SENCo Duties and Responsibilities</u></p> <ul style="list-style-type: none">• Have a strategic overview of provision for pupils with SEN or a disability across the school, monitoring and reviewing the quality of provision• Contribute to school self-evaluation, particularly with respect to provision for pupils with SEN or a disability• Ensure the SEN policy is put into practice, and that the objectives of this policy are reflected in the school improvement plan• Maintain an up-to-date knowledge of national and local initiatives which may affect the school's policy and practice• Evaluate whether funding is being used effectively, and propose changes to make use of funding more effective
2.	<p><u>Operation of the SEN policy and co-ordination of provision</u></p> <ul style="list-style-type: none">• Maintain an accurate SEND register and provision map• Provide guidance to colleagues on teaching pupils with SEN or a disability, and advise on the graduated approach to SEN support• Advise on the use of the school's budget and other resources to meet pupils' needs effectively, including staff deployment• Be aware of the provision in the local offer

	<ul style="list-style-type: none"> • Work with early years providers, other schools, educational psychologists, health and social care professionals, and other external agencies • Be a key point of contact for external agencies, especially the local authority • Analyse assessment data for pupils with SEN or a disability • Implement and lead intervention groups for pupils with SEN, and evaluate their effectiveness
3.	<p><u>Support for pupils with SEN or a disability</u></p> <ul style="list-style-type: none"> • Identify a pupil's SEN • Co-ordinate provision that meets the pupil's needs, and monitor its effectiveness • Secure relevant services for the pupil • Ensure records are maintained and kept up to date • Review the education, health and care plan with parents or carers and the pupil • Communicate regularly with parents or carers • Ensure that if the pupil transfers to another school, all relevant information is conveyed to it, and support a smooth transition for the pupil • Promote the pupil's inclusion in the school community and access to the curriculum, facilities and extra-curricular activities • Work with the designated teacher for looked-after children, where a looked-after pupil has SEN or a disability • To maintain and ensure records for pupils with medical conditions are up to date and reviewed regularly
4.	<p><u>Leadership and management</u></p> <ul style="list-style-type: none"> • Work with the headteacher and governors to ensure the school meets its responsibilities under the Equality Act 2010 in terms of reasonable adjustments and access arrangements • Prepare and review information the governing board is required to publish • Contribute to the school improvement plan and whole-school policy • Identify training needs for staff and how to meet these needs • Lead INSET for staff • Share procedural information, such as the school's SEN policy • Promote an ethos and culture that supports the school's SEN policy and promotes good outcomes for pupils with SEN or a disability
1.	<p><u>Safeguarding Duties and Responsibilities</u></p> <p>- Managing referrals</p> <ul style="list-style-type: none"> • Refer cases of suspected abuse to the local authority children's social care • Support staff who make referrals to local authority children's social care • Refer cases to the Channel programme where there is a radicalisation concern • Support staff who make referrals to the Channel programme • Refer cases where a crime may have been committed to the police • Keep detailed, accurate and secure written records of concerns and referrals

2.	<p><u>Working with staff and other agencies</u></p> <ul style="list-style-type: none"> • Ensure staff can access and understand the school's child protection and safeguarding policy and procedures (especially new and part time staff) • Inform the headteacher of safeguarding issues, especially ongoing enquiries into whether a child is at risk of harm, and police investigations • Liaise with the case manager and the local authority's designated officer for child protection concerns in all cases where a member of school staff is involved • Liaise with staff on matters of safety, safeguarding, and when deciding whether to make a referral • Act as a source of support, advice and expertise for staff • Understand the assessment process for providing early help and intervention • Develop a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference • Attend and contribute to child protection case conferences effectively when required to do so
3.	<p><u>Training</u></p> <ul style="list-style-type: none"> • Undergo training to develop and maintain the knowledge and skills required to carry out the role • Undergo Prevent training and be able to: <ul style="list-style-type: none"> ▪ Support the school or college in meeting the requirements of the Prevent duty ▪ Provide advice and support to staff on protecting children from the risk of radicalisation • Undergo training on female genital mutilation (FGM) and be able to: <ul style="list-style-type: none"> ▪ Provide advice and support to staff on protecting and identifying children at risk of FGM ▪ Report known cases of FGM to the police, and help others to do so • Refresh knowledge and skills at least annually so remain up to date with any developments relevant to the role • Obtain access to relevant resources
4.	<p><u>Raise awareness</u></p> <ul style="list-style-type: none"> • Ensure the school's child protection policies are known, understood and used appropriately • Work with the governing board to ensure the school child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly • Ensure the safeguarding policy is available and easily accessible to everyone in the school community • Ensure that parents have read the safeguarding policy, and are aware that referrals about suspected abuse or neglect may be made, and the role of the school in this • Link with the local safeguarding children board (LSCB) to make sure staff are aware of training opportunities and the latest local policies on safeguarding

	<ul style="list-style-type: none"> • Be alert to the specific needs of children in need, those with special educational needs and young carers • Encourage a culture of listening to children among all staff, ensuring that children's feelings are heard where the school puts measures in place to protect them
5.	<p><u>Other areas of responsibility</u></p> <ul style="list-style-type: none"> • Where children leave the school, securely transfer their child protection file to their new school as soon as possible, separately from the main pupil file • Undertake safer recruitment training and support the school to follow best practice • Monitor the single central record and ensure it complies with all relevant legislation • Provide safeguarding reports to the governing board • Model best practice and uphold the principles of confidentiality and data protection at all times

The DSL will be required to safeguard and promote the welfare of children and young people, and follow school policies and the staff code of conduct.

During term time, the DSL should always be available during school hours for staff in the school to discuss any safeguarding concerns. Ideally this will be in person, but can also be via phone or video calling in exceptional circumstances.

Please note that this list of duties is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the DSL will carry out. The postholder may be required to do other duties appropriate to the level of the role.

Leader of Inclusion and Welfare Person Specification

This person specification lists the competencies expected of an experienced/fully trained Leader of Inclusion and Welfare.

The two right hand columns provide guidance for the appointment of new Office Administrators. (E= Essential criteria, D=Desirable criteria).

			E	D
1	Qualifications	The Leader of Inclusion and Welfare should be able to provide evidence of the following:		
		<ul style="list-style-type: none"> Formal Teaching Qualification recognised by the DfES or other appropriate qualification. 	x	
		<ul style="list-style-type: none"> Evidence of on-going professional development; attendance on courses, INSET, action research, personal study etc. 	x	
		<ul style="list-style-type: none"> Commitment to continuing professional development, working towards standards and role expectations described in the Teacher Standards Framework for SENCO 	x	
		<ul style="list-style-type: none"> Current Designated Safeguarding Lead certification (or is willing to undertake this training on successful appointment) 	x	
2	Experience	The Leader of Inclusion and Welfare should be able to provide evidence of the following:		
		<ul style="list-style-type: none"> Teaching at KS1 and/or 2 	x	
		<ul style="list-style-type: none"> Qualified teacher with significant experience in the primary sector 	x	
		<ul style="list-style-type: none"> Experience of dealing with safeguarding issues in a school or other relevant organisation, including: 	x	
		<ul style="list-style-type: none"> Experience of being a DSL / Deputy DSL / DSP Building relationships with children and their parents, particularly the most vulnerable Working and communicating effectively with relevant agencies Implementing and encouraging good safeguarding practice throughout a large team of people 		x
		<ul style="list-style-type: none"> Demonstrable evidence of developing and implementing strategies to help children and their families 	x	
		<ul style="list-style-type: none"> Experience of handling large amounts of sensitive data and upholding the principles of confidentiality including safeguarding records. 	x	
		<ul style="list-style-type: none"> Experience of inter-agency work. 		x
		<ul style="list-style-type: none"> Evidence of continuing professional development 	x	
		<ul style="list-style-type: none"> Evidence of work with colleagues in primary schools 	x	
		<ul style="list-style-type: none"> Experience of training other teachers 		x
		<ul style="list-style-type: none"> Experience of setting targets and monitoring, evaluating and recording progress 	x	
		<ul style="list-style-type: none"> Ability to effectively analyse data, recognising patterns and trends to inform provision and practice. 		x
3	Skills and Knowledge	The Leader of Inclusion and Welfare should be able to provide evidence of the following:		

		<ul style="list-style-type: none"> Expert knowledge of legislation and guidance on safeguarding and working with young people, including knowledge of the responsibilities of schools and other agencies 		x
		<ul style="list-style-type: none"> Ability to work with a range of people with the aim of ensuring the safety and welfare of children 	x	
		<ul style="list-style-type: none"> Awareness of local and national agencies that provide support for children and their families 	x	
		<ul style="list-style-type: none"> Excellent record keeping skills and attention to detail, in order to produce reports, take minutes of meetings, and document safeguarding concerns 	x	
		<ul style="list-style-type: none"> Effective communication and interpersonal skills 	x	
		<ul style="list-style-type: none"> Ability to communicate a vision and inspire others 	x	
		<ul style="list-style-type: none"> Ability to build effective working relationships with staff and other stakeholders 	x	
		<ul style="list-style-type: none"> Ability to provide professional leadership and management of a staff team and contribute to the work of other teams to secure high quality teaching, effective use of resources and improved standards of learning and achievement for all pupils across the school. 	x	
		<ul style="list-style-type: none"> Knowledge of relevant legislation - in particular of the SEN Code of Practice, equal opportunities and disability discrimination legislation and how these apply to pupils with Statements as well as those without. 	x	
		<ul style="list-style-type: none"> Knowledge of the range and type of interventions available and be able to apply these appropriately in the context of the school's resources and the individual child. 	x	
		<ul style="list-style-type: none"> Knowledge of current educational issues and their relationship to the inclusion, behaviour support and Education Welfare Services. 	x	
4	Personal Attributes	The Leader of Inclusion and Welfare should be able to provide evidence of the following:		
		<ul style="list-style-type: none"> Resilience when dealing with difficult scenarios 	x	
		<ul style="list-style-type: none"> Uphold and promote the ethos and values of the school 	x	
		<ul style="list-style-type: none"> Act with integrity, honesty, loyalty and fairness to safeguard the assets, financial integrity and reputation of the school 	x	
		<ul style="list-style-type: none"> Ability to work under pressure and prioritise effectively 	x	
		<ul style="list-style-type: none"> Maintain confidentiality at all times 	x	
		<ul style="list-style-type: none"> Commitment to equality 	x	
		<ul style="list-style-type: none"> Commitment to ensuring the safety and welfare of children 	x	