



## JOB DESCRIPTION

|   |   |                 |               |
|---|---|-----------------|---------------|
| <b>Job Title</b>  | Senior Inclusion Lead (Various Specialisms) |                 |               |
| <b>Directorate</b>  | Education                                   |                 |               |
| <b>Reporting to</b>   | Senior Expert Advisor                       |                 |               |
| <b>Grade</b>  | 8   |                 |               |
| <b>Evaluation ref:</b>  | RP074                                       | <b>Job ref:</b> | <b>Family</b> |
| <b>Role purpose</b>   |   |                 |               |
| <p>This is a key role for delivering a more inclusive education system through a locality structure. Inclusion Senior Leads will have specialisms (e.g. Home, Peer and Adapted Learning, Early Years, Post 16, Children Looked After). Within their specialism they will be an expert within the council on this area of provision for children's education, working with other Senior Leads to build a more inclusive system for all children. This role holder will focus on children who are at the greatest risk of falling behind in their education, working collaboratively with SEND Assessment teams to identify children at greatest risk and provide the ongoing focus and attention needed to secure their future progress. Transition points will be a particular area of focus, and they will use their teams to support the education system to identify need early and put effective strategies in place so that children's needs are met, and families feel confident and well supported. The post holder will work closely with multi-agency partners and senior leaders to develop, test and document clear and reliable processes and strategies that enable achievable inclusion. This role involves collaborating with teachers, parents, and external agencies to create an inclusive environment that supports the academic, social, and emotional development of all students. The role holder will also be responsible for monitoring and evaluating the effectiveness of inclusion practices and making recommendations for improvements. This position requires a deep understanding of SEND legislation, excellent communication skills, and the ability to lead and inspire others.</p> |   |                 |               |
| <b>Accountabilities</b>   |   |                 |               |
| <ul style="list-style-type: none"><li>• Model child-centred practice and high standards of service as a manager of support staff.</li><li>• Lead multi-agency working across localities, modelling visible leadership, accessible support and positive partnership working.</li><li>• Maintain an overview of risks and support to children and develop strategies to reduce risk overall.</li><li>• Build the confidence of parents, carers, and external agencies to support students with SEND where progress or placements are challenging to secure.</li><li>• Develop and test strategies and solutions to common barriers and challenges faced by the relevant education phase and children.</li><li>• Lead collaboration across teams and organisations to agree actions to reduce risk and provide challenge where action is slow or incomplete</li><li>• Coordinate annual phase transitions across organisations with clear communications, expectations, and timescales</li></ul>   |   |                 |               |

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- Manage high needs spending and allocate resources early and with agility to effectively reduce the costs of escalation.
- Collaborate on the identification and assessment of students with SEND.

### Knowledge / Experience / Skills

|   | Essential | Desirable |
|---|-----------|-----------|
| <b>Knowledge</b>  |           |           |
| Knowledge of common barriers to learning faced by children in different phases of education, and strategies to address them | x         |           |
| Understanding of standard practices and operations in schools/settings/colleges (as appropriate)                            |           | x         |
| Understanding of child and adolescent development and the impact of common disabilities and trauma                          | x         |           |
| Understanding of multi-agency working and its importance in supporting SEND students.                                       | x         | x         |
| Understanding of national and local models and frameworks for SEND (legislation, inspection, and guidance)                  | x         |           |
| Familiarity with local Somerset models of practice.   |           | x         |
| <b>Experience</b>   |           |           |
| Experience in a leadership role with an educational setting.  | x         |           |
| Experience working with students with SEND.   | x         |           |
| Experience in developing and implementing inclusive education policies.   | x         |           |
| Experience in collaborating with parents, external agencies, and other stakeholders.  |           | x         |
| Experience in managing budgets and allocating resources.  |           | x         |
| <b>Qualifications / Registrations / Certifications</b>  |           |           |
| A degree or demonstrate equivalent qualifications through relevant professional experience.                                 | x         |           |
| Qualified Teacher Status (QTS) or equivalent.   |           | x         |
| Professional qualification in Special Educational needs (SEN) or a related field.   |           | x         |
| Additional qualifications in educational leadership or management.  |           | x         |

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| Training in safeguarding and child protection.   | x |   |
| Professional development courses in inclusive education.   | x |   |
| Membership of relevant professional bodies.  |   | x |
| <b>Skills</b>  |   |   |
| Ability to lead a high performing multi-disciplinary team through clear communication, consistent standards, and transparent behaviours.   | x |   |
| Effective communication, persuasion, and interpersonal skills.   | x |   |
| Capacity to challenge established practice and set high expectations.  | x |   |
| Strong organisational skills and ability to coordinate across areas, teams, and organisations.   |   | x |
| Ability to work collaboratively with a range of stakeholders in situations of complexity or stress.  | x |   |
| Ability to demonstrate tenacity and determination in the face of longstanding challenges   | x |   |
| <b>Working Conditions</b>  |   |   |
| <p>This role involves working within a dynamic and supportive local authority environment. Candidates should be prepared for the following conditions:</p> <ul style="list-style-type: none"> <li>• <b>Work Hours:</b> Standard working hours are 37, with occasional requirements for evening or weekend work to meet project deadlines or attend community events.</li> <li>• <b>Location:</b> The primary work location is County Hall, with opportunities for remote work as per organisational policies.</li> <li>• <b>Travel:</b> Some travel within the local area may be required for meetings, site visits, and community engagement activities.</li> <li>• <b>Work Environment:</b> The role involves working both independently and as part of a team, with access to modern office facilities and resources.</li> <li>• <b>Health and Safety:</b> Adherence to all health and safety regulations is mandatory, ensuring a safe working environment for all employees.</li> </ul> |   |   |
| <b>Dimensions of the role</b>  |   |   |
|  |   |   |
| <b>Working Arrangements</b>  |   |   |
| Somerset Council's dynamic Working Strategy will be applied to this position.  |   |   |
| <b>Corporate Accountabilities</b>  |   |   |

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- Provide clear leadership to deliver the Council's strategic priorities and meet the Council's financial targets, as a member of the Directorates Senior Leadership Team.
- Update and advise Elected Members in respect of operational and policy issues in relation to the Education Services teams.
- Lead Education teams with a clear identity in terms of flexible and responsive ways of working, inclusive, and diverse culture, and high level of employee engagement and wellbeing.
- Undertake representational and communication duties on behalf of the Council to promote and protect the Council's interests in matters concerning their specialist areas.
- Create, monitor, and review frameworks of performance measures and quality standards to be applied in the delivery of services.
- Function as an ambassador for the Council promoting, both internally and externally, the Council's vision, strategic aims, and values.
- Value the diversity of Somerset's communities ensuring equality of access and treatment in service delivery and employment.
- Function as a role model for Somerset's vision and values. Promotes a culture of continuous improvement that encourages creativity and innovation to ensure services are efficient and develop the potential and flexibility across the Council and its workforce including the motivation and development of employees within the Education service teams.
- Ensure that Education services place a high value on customer responsiveness by demonstrating a commitment to meeting and involving the broadest range of direct and indirect service users, citizens, customers, communities, and businesses.
- Support the delivery of the Councils' key strategic aims and objectives ensuring understanding and commitment from staff from across the Education service.
- Support Corporate and Directorate and service specific transformational change programmes with the aim of maximising efficiency, modernising services, and achieving better outcomes and opportunities for service users and customers.
- Ensure flexibility in reacting to the needs of the Council, its' customers and partners supporting a culture of continuous improvement.
- Ensure compliance with all relevant legislation, the Council's standards of conduct, organisational policy, and professional codes of conduct to uphold standards of best practise.
- Accountable for compliance with all relevant health and safety legislation and Somerset Council H&S policies.

Date: 18/10/2024