

NOTTINGHAMSHIRE COUNTY COUNCIL
CHILDREN AND YOUNG PEOPLE DEPARTMENT

JOB DESCRIPTION

Designation:	Inclusion Co-ordinator (SENCO), Secure Unit
Grade:	Up to U3 Plus Children's Home Allowance Plus (£5,172) Secure Unit Allowance (£517) Pro rata
Location:	Clayfields House Secure Unit, Moorbridge Lane, Stapleford, Nottingham NG9 8GU
Hours of Duty:	0.6 FTE
Responsible to:	Deputy Manager, Head Education and Professional Services

In carrying out the duties and responsibilities set out within the job description and in the context of developing working relationships with others, the post holder will be expected to demonstrate commitment to and comply with the specific requirements and the spirit of the County Council's Equal Opportunities Policy. This principle applies equally to all aspects of the role including any responsibilities relating to the provision and development of services.

General Description of Post

The Inclusion Co-ordinator at Clayfields House will be responsible for the coordinating provision for:

- pupils with special educational needs and disabilities (SEND) including the implementation of the SEND Code of Practice 2014, 0-25 Years as it relates to the secure estate from 1st April 2015.
- pupils with additional needs including those whose first language is not English
- vulnerable pupils including those who are looked after
- literacy assessments for short listed job applicants
- literacy assessments, specialist advice and support for existing staff who have special educational needs or additional needs

The Inclusion Co-ordinator will also be responsible for supporting the Centre Manager with all aspects of equality and diversity initiatives and practice within the centre.

Duties

1. To provide education for pupils placed within the secure unit as required and to take lead responsibility for the day to day provision of pupils with special educational needs and disabilities (SEND) as including the implementation of the SEND Code of Practice 2014, 0-25 Years
2. To provide education for pupils placed within the secure unit as required and to take lead responsibility for the day to day provision of pupils who are vulnerable or who have additional needs such as English as a second language.
3. To provide and administer a range of entry assessments for pupils in order to identify levels of achievement, special educational needs and additional needs.
4. To contribute to educational and social assessments of young people within the establishment.
5. To formulate, implement and review and revise individual education plans, individual language plans for pupils as required in consultation with the young person concerned, colleagues, parents/carers and other agencies as appropriate.
6. To request Education, Health and Care assessments as required and complete the necessary documentation.
7. Monitor teaching and learning objectives to meet the needs of pupils with SEND and additional needs.
8. Maintain the SEND database and produce management reports as required from it.
9. Identify and teach study skills that will develop pupils' ability to work independently. This includes such areas as dyslexia, cognitive difficulties and English as a second language.
10. Set up and maintain effective systems for identifying, assessing, resourcing and reviewing SEND and additional needs
11. Disseminate good practice in teaching and learning for pupils with special educational needs and additional needs across the unit for teaching and other staff via direct training and other means.
12. Manage the Study Support resources budget and pupil premium budgets as they are available. .
13. Liaise with other agencies and support services contributing to the establishment's education service or to the education plans of individual pupils.
14. To maintain records and write reports as required.
15. To work in conjunction with local authorities nationally to prepare documentation for annual reviews chairing annual reviews as required.

16. To work in conjunction with local authorities nationally responsible as the Designated Teacher to prepare documentation for personal education plans (PEPs) chairing PEP reviews as required.
17. Provide professional supervision and programmes of work for teaching assistants ensuring regular monitoring and review of individual pupil programmes undertaken on a 1:1 basis.
18. To liaise with other educational establishments who have been or will be involved in the education of young people placed in the secure unit.
19. To contribute to and participate in in-service events and professional development for all staff as required with regard to inclusion, equalities and diversity.
20. To maintain leading edge knowledge with regard to SEND and Pupils with additional needs.
21. To prepare appropriate materials and resources, and to offer professional advice and guidance to colleagues in relation to SEND, additional needs, high quality teaching, effective use of resources, diversity and inclusion issues.
22. To work with managers within the unit to carry out literacy assessments at the required level for short listed job applicants at the unit.
23. To support existing members of staff within the unit with regard to their own literacy needs, SEND and matters relating to inclusion.
24. To carry out such other duties required which could reasonably be regarded as being within the nature and responsibilities of this post, subject to the proviso that normally any changes of a permanent nature will be incorporated into the job description in specific terms.

Person specification -

Inclusion Co-ordinator
Clayfields House Secure Unit

	ESSENTIAL	TESTED BY	DESIRABLE	TESTED BY
Qualifications and training	Qualified teacher status National Award for Special Educational Needs Co-ordinators or working towards	A	Qualified dyslexia assessment specialist	A
Knowledge	<p>Knowledge of National Curriculum requirements (especially KSs 3 & 4).</p> <p>Knowledge and understanding of the needs of pupils with complex social, emotional and behavioural difficulties.</p> <p>Knowledge and understanding of the needs of pupils experiencing a wide range of special educational needs including specific learning difficulties, cognitive difficulties, autism and ADHD.</p> <p>Knowledge and understanding of the needs of pupils experiencing a wide range of mental health difficulties including PTSD and attachment issues.</p> <p>Knowledge and understanding of assessment and intervention tools in relation to special educational needs.</p> <p>Knowledge and understanding of the principles of Safeguarding Young People.</p> <p>Knowledge and understanding of relevant legislation including; Education Act 1996, Human Rights Act 1998, Data Protection Act 1998, SEN and Disability Act 2001, Equalities Act 2010, 2014 SEND Code of Practice 0-25, Children's Act 2004, Children and Families Act 2014</p>	<p>A</p> <p>A,I</p> <p>A,I</p> <p>A,I</p> <p>A,I</p> <p>A,I</p> <p>A,I</p>	Additional subjects to contribute to the curriculum.	A
Experience	<p>Experience of an education setting offering education from Key Stage 3 to 5.</p> <p>Working with disaffected pupils in specialist or mainstream settings.</p> <p>Working with pupils experiencing a wide range of special educational needs including specific learning difficulties.</p> <p>Using and interpreting assessment tools in relation to</p>	<p>A</p> <p>A</p> <p>A</p> <p>A,I</p>	<p>Working in a residential child-care or criminal justice setting.</p> <p>Experience in the management of special educational needs provision.</p>	<p>A</p> <p>A</p>

	<p>special educational needs.</p> <p>Formulating, implementing, reviewing and revising individual education plans in consultation with young people using a multi-disciplinary approach.</p>	A,I		
Abilities and aptitudes	<p>Good communicator with young people and colleagues.</p> <p>Ability to work with groups, develop positive behaviour management, and deliver strategies and activities to motivate disaffected pupils.</p> <p>Ability to prepare and present work in a differentiated, varied and imaginative way to pupils of varying abilities, interests and levels of commitment.</p> <p>Ability to provide professional supervision for teaching assistants.</p> <p>Ability to provide leadership and guidance in the area of special educational needs throughout the unit for a multi-disciplinary staff group.</p> <p>Varied skills and interests which can be used to motivate and benefit young people.</p>	<p>A,I</p> <p>A,I,R</p> <p>A,I,R</p> <p>A,I</p> <p>A,I</p> <p>A,I</p>		
Social Skills	<p>Good personal presentation.</p> <p>Ability to relate to and work effectively with colleagues from other disciplines and backgrounds.</p> <p>Ability to manage and organise self.</p> <p>The personal resilience necessary to cope with challenging behaviour.</p>	<p>I</p> <p>A,R</p> <p>A,I,R</p> <p>A,I,R</p>		
Motivation	<p>Commitment to the welfare of young people, children's rights and maximising the personal autonomy of young people in a highly intrusive setting.</p> <p>High expectations for the academic achievement of young people in challenging circumstances.</p> <p>Committed team player with the ability to take individual responsibility.</p> <p>Ability to manage own stress and that of others.</p>	<p>A,I</p> <p>A,I</p> <p>A,I,R</p> <p>I,R</p>		

Equal opportunities	Sensitive to the needs of all young people with particular awareness of the needs of those in a minority because of their gender, race, religion, sexual orientation or because they are disabled.	A,I,R		
	Able to treat staff and colleagues with equal respect regardless of differences in gender, race, culture, abilities, sexuality or professional discipline.	A,I,R		

A = Application Form

I = Interview

R = References