**Job Description**

|  |
| --- |
| Job Title: **Access and Inclusion Co-ordinator** |
|  |
| Grade: Teacher MPR/UPR + SEN 1 or 2 + TLR 2.2 (i.e. Specialist Teacher plus additional responsibility) |

**Overall purpose of the job**

* To prevent permanent exclusions and reduce fixed term exclusions.
* To report on children at risk of suspension.
* To co-ordinate provision for school age pupils in receipt of specialist education packages as a result of PEX or due to long term medical tuition needs.

# Main accountabilities

|  |  |
| --- | --- |
|  |  |
|  | To co-ordinate and quality assure provision for school age pupils in receipt of specialist education packages as a result of PEX or due to long term medical tuition needs. Where appropriate to provide targeted specialist teaching for children and young people with complex SEND who have been or are at risk of PEX. To support the reintegration into school for these pupils. |
|  | To quality assure and support primary schools with the reintegration of those pupils who are on temporary reduced timetables (TRTs). |
|  | To support and embed the use of Cambridgeshire Therapeutic Thinking (formerly Cambridgeshire STEPS) through modelling advice and training. |
|  | To work with the SEND Services multidisciplinary team, enabling educational settings to meet the inclusion needs of pupils with SEND. To support the development of settings and schools to increase their capacity to provide inclusive and appropriate education for all children and young people. To support the inclusion of children and young people within their mainstream school who are at risk of suspension. |
|  | To provide guidance to SEND services regarding exclusion law and procedures through training and in developing guidance materials. To quality assure advice given around exclusions, for example through analysing the exclusions hotline records of advice |
|  | To monitor and evaluate fixed term and permanent exclusions data and to report on this data by area and school. To maintain data around children at risk of exclusion and those on reduced timetables for the area, and report on this on a regular basis. |
|  | To Liaise with the statutory assessment team as appropriate and provide information around suspensions to SAT case work officers |
|  | To attend permanent and fixed term exclusion hearings and provide expert SEND witness services for Independent review panels in Cambridgeshire and, wider county support if required. |
|  | To provide supervision to Specialist Teachers and Specialist practitioners within the area team regarding Access & Inclusion.  To meet with area leads and the District Manager to discuss themes for the area and staff development.  To provide the District Manager with regular updates and highlight concerns raised by staff. |
| 9. | To demonstrate awareness/understanding of equal opportunities and other people’s behavioural, physical, social and welfare needs. |

**Safeguarding commitment**

We are committed to safeguarding and promoting the welfare of children and young people/vulnerable adults. We require you to understand and demonstrate this commitment.

**Person Specification**

**Qualifications, knowledge, skills and experience**

|  |  |  |
| --- | --- | --- |
| **Qualifications** | **Subject** | **Essential/**  **Desirable** |
|  | **Essential:**   * Degree level education and qualified teacher status or equivalent * Significant and recent courses in the area of SEND * Trauma informed practice | **E** |
|  | **Desirable:**   * Post graduate qualifications in an SEN field * National SENCo Award * Accredited courses in SEN * Training in AACs and approaches e.g. TEACCH, PECS * Cambridgeshire Therapeutic Thinking tutor | **D** |

|  |  |  |
| --- | --- | --- |
|  |  | **Essential/****Desirable** |
| **Knowledge** |  |  |
|  | **Knowledge and Experience**  **Essential**   * Good working knowledge of the National Curriculum, Early Years Foundation Stage, SEN Code of Practice (2015), Equality Act (2010), Children and Family Act (2014), DfE Suspension and Permanent Exclusion from maintained schools, academies, and pupil referral units in England (2023) and Ofsted legislation pertinent to SEND. * Knowledge of child development and complex SEND. * Evidence of practical experience of working with children/young people and their families in a variety of settings * Knowledge of best practice across autism and communication, SEMH and cognition and learning to support children and young people * Knowledge and ability to contribute to assessments of children and young people * Knowledge and understanding of equality and diversity issues * Knowledge of how teaching and learning styles affect learning outcomes * Knowledge and understanding of the impact of trauma on children. * Knowledge of the factors both within and outside schools and settings which influence the responses or behaviour of pupils and parents/carers * Ability to monitor and evaluate interventions and plan for next steps to promote the accelerated achievement of children and young people with SEND | E |
| **Skills** |  |  |
|  | **Skills and attributes:**  **Essential:**   * A commitment to ongoing professional development, including researching and investigating current practice and expertise in specialist areas of interest to enhance the work of the virtual teams * Ability to liaise with, supervise, direct and quality assure the work of other adults, including those contracted to carry out tuition packages for pupils without a permanent education placement * Ability to resolve conflict situations under challenging circumstances, gaining cooperation from stakeholders to work towards the collective aim of supporting children and young people who are at risk of exclusion. * Ability to challenge educational professionals in relation to exclusion guidance and disability discrimination, providing advice on alternative approaches and making reasonable adjustments in a supportive context. * The ability to work with colleagues across a range of educational settings to identify permanent educational placements for pupils who have been permanently excluded, and to support the planning for and successful reintegration to these settings. * Ability to access and use relevant inspection, EYFS and school self-evaluation evidence to support practitioners in situ to accelerate the achievement of pupils with SEND * The ability to demonstrate a flexible approach to adapting strategies to changing circumstances and a responsiveness to new ideas * The ability to use solution focused approaches to develop the skills and attributes of colleagues within SEND Specialist Services, across educational settings and schools and with families to support the sustainability of SEND interventions and provision and empower service users * A proven ability to show sensitivity to the needs of others and to the need for confidentiality * Ability to work as a member of a team, including as a member of a virtual specialist team, contributing to team and service developments. * Proven ability to have excellent verbal and written communication skills * Knowledge of IT including email, word, PowerPoint, excel and relevant databases as necessary to fulfil the requirements of the post. * Proven ability to produce clear, concise reports and contribute to ongoing assessments and reviews to service specifications. * Good time management and organisational skills * Ability to travel freely within the county of Cambridgeshire to meet requirement of the post, using own transport | E |
| **Experience** |  |  |
|  | * Experience of working in an advisory capacity to support the development and sustainability of high quality SEND practice within education settings * Experience of working collaboratively with other professionals across directorates and from Children’s Services, Health, Social Care and education settings. * Previous experience of work in more than one type of setting and across more than one key stage and/or specialist education provision * Experience of working with children and parents/carers in the home environment * Experience of organising and presenting training sessions * Experience of delivering accredited training to meet relevant quality standards and awarding body criteria * Evidence of undertaking further training in supporting children with complex and severe needs * Proven recent and successful experience in working with pupils with a range of complex SEND * Experience in the effective management and resolution of conflict and the use of negotiating skills * Experience of working collaboratively with multiagency professionals, children and young people and their families. | E |
| **Equal opportunities** | * Ability to demonstrate awareness/understanding of equal opportunities and other people’s behaviour, physical, social and welfare needs. | E |
| **Safeguarding** | * Demonstrate an understanding of the safe working practices that apply to this role. * Ability to work in a way that promotes the safety and well-being of children and young people/vulnerable adults. | E |