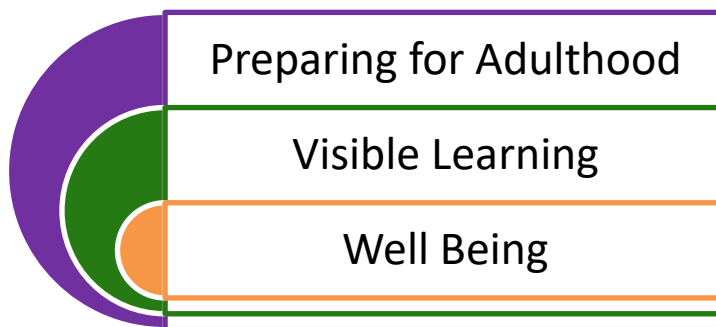


Stormont House School Teacher Job Description
Inclusion Officer – Job Description
Salary Scale 5 (Term-Time Only) - £29,818.66 -£ 31,149.08
36 hours per week

Our vision

Achievement for all in a unique world-class school

Whole School Priorities



This Job Description and Person Specification should be read in association with all other recruitment information and the priorities of the School Development Plan

What is the purpose of the role?

- To provide high-quality administrative and coordination support to the SENCO, ensuring that all statutory SEND processes are delivered efficiently, accurately, and in line with requirements.
- Reports directly to the Assistant Head with responsibility for Inclusion

All staff have the following responsibilities:

Working positively with people of diverse backgrounds, characteristics, and experiences to achieve the School Vision of “Achievement for all in a unique, world-class school”

Key Responsibilities

1. Administrative & Statutory Processes

- Prepare, collate, and maintain documentation for:
 - EHCP processes
 - Annual Reviews
 - External agency referrals
- Ensure all SEND records are accurate, up-to-date, and stored appropriately using systems such as Synergy and SIMS
- Maintain the SEND register and ensure it reflects current provision
- Support administration of access arrangements processes
- Collate information and assist Lead Practitioner for Inclusion in completing JCQ Form 9

2. Annual Reviews & Meetings

- Organise Annual Review meetings, including scheduling and invitations
- Prepare and distribute all required paperwork in advance
- Attend Annual Reviews and other meetings as required, taking clear and accurate minutes, distributing as required and following up on the actions
- Track actions arising from meetings and ensure actions have been completed
- QA of Annual Review reports

3. Communication & Liaison

Act as a key administrative contact for communication between:

- Lead Practitioner for Inclusion
- Staff Teaching and support staff to develop the knowledge, skills, professional behaviours of other members of support staff through
 - observation, feedback coaching, mentoring, and modelling
 - appraisal, objective setting and review
 - providing guidance and/or taking issues higher if needed
- Parents/carers
- External agencies
- Liaise with outside agencies to support the delivery of EHCP provision
- Support communication to staff regarding pupil needs and provision updates

4. Coordination of Provision

- Working alongside Lead Practitioner for Inclusion ensuring provision changes and ensure records are updated
- Support the coordination of TA deployment (administrative coordination only)
- Assist with monitoring of the school's Wave provision model

5. Data & Record Keeping

- Collect and organise SEND-related data and documentation
- Support preparation of reports for the lead practitioner for Inclusion and Senior Leadership Team
- Maintain detailed and confidential records of meetings, pupil needs, and provision

6. Team & School Support

- Support MDT meetings, Inclusion meetings, class consultations and following up on the actions
- Contribute to effective communication throughout the school
- Support parents' evenings where required
- Attend relevant meetings as directed by the Lead Practitioner for Inclusion
- Monitor morning duties

7. Professional Expectations

- Maintain high standards of confidentiality and professionalism
- Demonstrate strong attendance and punctuality
- Engage in training and professional development

8. Development Opportunity

- Opportunity to undertake an Assistant SENDCo apprenticeship, supporting career progression within SEND provision

- Attendance at CPD sessions and contributing to CPD sessions where appropriate

Additional Information

This is a description of the main duties and responsibilities of the post at the date of production. The duties may change over time as requirements and circumstances change. The person in the post may also have to carry out other duties as may be necessary from time to time. The role requires flexibility, professionalism, and a strong commitment to supporting the smooth operational running of the school.

Our school community is richly diverse; understanding, celebrating, and capitalising on that is essential to the success of our school. We encourage applications from all sections of the community and have made a public commitment to Equality and Diversity.

We take safeguarding children seriously

As part of the shortlisting process, we will carry out an online search (including social media) on all applicants. Employment is not confirmed until a reference from your current/most recent Headteacher and enhanced clearance from the Disclosure and Barring Scheme (DBS) are received.

	SELECTION CRITERIA for the post (E-Essential, D-Desirable)	
1	Strong organisational and administrative skills	E
2	Experience supporting Annual Reviews or statutory processes	E
3	Ability to manage multiple processes and deadlines effectively	E
4	Clear and professional written communication (e.g. reports, minutes)	E
5	Experience working in a school or similar environment	E
6	Ability to handle sensitive information with discretion	E
7	Basic understanding of: <ul style="list-style-type: none"> • EHCP processes • Annual Reviews • SEND provision in schools 	E
8	Reliable and well-organised	E
9	Detail-oriented	E
10	Able to work independently under direction	E
11	Calm and professional when dealing with parents and external professionals	E
12	Experience working in a SEND or specialist setting	D
13	Experience using SIMS, Synergy, or similar systems	D
14	Knowledge of access arrangements (exam support)	D
15	Experience liaising with external agencies	E
16	An understanding of, and enthusiastic commitment to, <ol style="list-style-type: none"> 1) The shared school vision 2) Your personal contribution to moving us closer to that vision 3) Working effectively with people from diverse backgrounds 	E
17	To actively support Equality and Diversity through inclusive administrative practices, ensuring fair access and support for all, and demonstrating how these approaches help reduce potential barriers to engagement and achievement.	E
18	Evidence of a strong commitment to safeguarding and supporting all children, regardless of their needs or background, through inclusive and efficient administrative practices. This includes contributing to a safe, supportive environment and ensuring processes and communication help promote both students' personal development and academic progress.	E