



Boorley Park Primary

JOB DESCRIPTION

JOB TITLE:	Inclusion Leader
GRADE/ ROLE PROFILE REF:	Grade D
WORKING WEEKS/ HOURS:	39 weeks; 35 hours per week
TIMES WORKED:	Monday to Friday 8.30am – 4.00pm
BASE:	Boorley Park School

ORGANISATIONAL ARRANGEMENTS:

Job holder:

Reports to: Assistant Headteacher

GENERAL STATEMENT

To represent RAISE Education Trust in a positive manner and to treat all visitors with respect, courtesy, and consideration, to ensure that every effort is made to satisfy reasonable requirements and assist in the maintenance of an attractive welcoming campus.

To carry out duties correctly and promptly in a good working atmosphere and to assist in the creation of a safer environment by adhering to Health and Safety Regulations and agreed Codes of Practice for RAISE Education Trust employees. Attendance at training courses may be required as part of professional updating.

JOB PURPOSE

To foster the participation of pupils in the social and academic processes of a school. To lead the team supporting children with effective regulation strategies in order to enable pupils to become more independent learners and help to raise standards of achievement for all pupils.

RESPONSIBILITIES/ACCOUNTABILITIES:

Team Leadership and Management

- Manage, mentor and supervise the team of Inclusion Practitioners, conducting regular one-to-one meetings to review approaches and ensure the implementation of behaviour plans

- Allocate staff duties and ensure adequate coverage within the nurturing space and throughout the school environment.
- Lead continuous professional development (CPD) for the inclusion team, focusing on best practices in behaviour management, emotional regulation strategies and inclusive education.

Pupil Support and Regulation

- Oversee and lead the Inclusion Practitioners in supporting children to regulate effectively throughout the school day, with the goal of maintaining high standards of behaviour and quality classroom learning environments.
- Establish, manage and maintain the regulation space, ensuring it is a safe, therapeutic and effective environment for children experiencing dysregulation.
- Develop and implement clear procedures for children moving between the classroom and the regulation space, including leading the team in supporting children to successfully transition back to class following a period of dysregulation.
- Work alongside the Assistant Headteacher to analyse behaviour data to identify trends, evaluate the effectiveness of interventions and inform future support strategies.

Crisis Response and In-the-Moment Regulation

- Immediately respond to radio calls from teaching and support staff across the school to support instances of disruptive dysregulation in classrooms or other learning areas.
- Make appropriate, swift professional judgments and dynamically risk assess each situation upon arrival to prioritise the safety of the child, other pupils and staff.
- Apply a repertoire of effective de-escalation and co-regulation techniques to help the child stabilise their emotional state in the moment.
- Provide the most effective regulation support in that specific moment, utilising knowledge of trauma-informed practice and sensory needs.
- Escort the dysregulated child calmly and safely to the designated Regulation Space when the classroom environment is no longer conducive to regulation.

External Liaison and Reporting

- Work closely with external agencies, such as the Primary Behaviour Service, to seek advice, coordinate support plans, and implement specialised support for children with complex needs.
- Liaise with the school's SENDCo to ensure all inclusion practices align with statutory requirements for Special Educational Needs and Disabilities (SEND) and contribute to individual behaviour support plans.
- Provide regular reports and updates on key inclusion metrics, significant incidents, and the progress of targeted pupils to the Assistant Headteacher for Behaviour and Pastoral.

Family Engagement and Incident Management

- Collaborate closely with the Family Support Worker (FSW) to identify, plan and execute strategies to proactively engage families and build strong home-school partnerships regarding inclusion and behavior support.
- Communicate sensitively and effectively with parents to inform them of any significant incidents involving their child's behavior or well-being during the school day.
- Ensure all staff involved in an incident complete the relevant reporting documentation accurately, comprehensively and in a timely manner.
- Review and authorise incident reports, checking for consistency, clarity and adherence to school policies before submission to senior leadership.

- Maintain and monitor confidential records related to pupil behaviour, interventions and multi-agency involvement.
- Debrief with relevant stakeholders and review plans as required.

Additional responsibilities:

Provide supervision during breaktimes and lunchtimes, leading a protective measures group where required

NOTES

- The School and site is open between the hours of 7.00am and 7.00pm and Support Staff may be asked to carry out their duties during these hours in order to meet the operational needs of the school. Those staff who may be asked to work outside these times will have a note to that effect in their job description.
- Hours of work/designated lunch times may be subject to change for operational reasons.
- All applications for leave of absence, claims for additional hours, changes to published hours of working, etc. should be agreed and processed via the HR Manager and Headteacher to enable records to be kept.
- If, at the time of interview for a post, an applicant has already booked a holiday (or other event), then that will be honoured up to six months after the starting date.
- No other holidays will be granted during term time without a very exceptional reason. Notice must be given in writing at least 6 working weeks in advance.
- In exceptional cases where time off is granted it will either be as
 - (a) unpaid leave, or
 - (b) time made up in lieu (by negotiation).
- There are other occasions when the Headteacher may grant leave (unpaid or time made up in lieu)
 - (a) Overtime has been worked by agreement with the Headteacher.
 - (b) To attend a special event e.g. graduation.

FLEXIBILITY STATEMENT

The content of this Job Description represents an outline of the post only and is therefore not a precise catalogue of duties and responsibilities. The Job Description is therefore intended to be flexible and is subject to review and amendment in the light of changing circumstances, following consultation with the post holder.

PERFORMANCE REVIEW (IPP)

All support staff undertake an annual Individual Performance Planning cycle (IPP) in line with school policy and practice. This postholder's IPP would be line managed and undertaken by the Assistant Headteacher.

Date Prepared:

Prepared By:

Date Reviewed:

Reviewed By:

.