

The British School

Job Description - Whole School Inclusion Manager

Job Purpose	To manage, develop and to take direct responsibility for the provision of additional learning support, including SEND and EAL through promoting an inclusive educational environment.
Responsible to	Vice Principal

Main Roles and Responsibilities	
Identify (via an appropriate referral system and assessment), students with additional learning needs and provide EHC plans in line with the UK SEND code of practice guidelines, and other forms of support (e.g EAL), as appropriate.	
Lead, plan, deliver and monitor additional learning support programmes (both in class and outside class) which are effective in raising the attainment of all students identified as requiring additional support.	
To model excellence and provide additional support lessons to individuals or small groups.	
Support class teachers and provide training for the most effective teaching approaches for pupils with additional learning support needs.	
To lead, develop and manage the additional learning support staff, including their timetabling.	
Liaise with outside agencies as necessary and keep up to-to-date with developments in additional learning support.	
Assist in the screening process for prospective new students and where is found to be additional learning support needs, assess further and advise the relevant AH (Assistant Head) of subsequent recommendations.	
Work with the Exams Officer to ensure all necessary arrangements are made for relevant students in internal and external examinations.	
Ensure regular meetings take place with all stakeholders (including parents) who are helping each student with their additional learning support needs and communicate strategies and progress effectively.	
Ensure detailed records are kept of all documentation relating to each child with additional needs	
Take a full and active role in our extensive outdoors learning programme.	
Take a full and active role in our extensive extra curricular programme.	
Take a full and active role in our extensive service learning and community partner programme.	

Other reasonable requests made by the Principal

Person Specifications - Whole School Inclusion Manager

Skills required	
Ability to inspire children to learn effectively and to model excellent teaching.	Essential
Hard-working and dedicated to continuous improvement and communicating successes within and outside school.	Essential
Ability to communicate effectively, both verbally and in writing, with all 'stakeholders', creating a harmonious and collaborative community.	Essential
Excellent organisational and time management skills with the ability to prioritise tasks, work on one's own initiative and react appropriately to competing demands.	Essential
Ability to maintain confidentiality.	Essential
Ability to solve problems, make good judgements and take decisions.	Essential
Understanding and knowledge of ICT or a willingness to further develop ICT skills.	Essential
Awareness of TBS commitment to community work and willingness to contribute to TBS charities and community programmes.	Essential
Awareness of one's own vulnerabilities and 'knowledge gaps; with the mindset to seek feedback, self reflect, develop and improve.	Desirable
Qualifications	
Recognisable teaching qualification and a good degree.	Essential
Recognised SEND/inclusion qualification e.g. SENCO.	Essential
Experience	
Leading a team successfully with evidence of strategic planning and positive outcomes.	Essential
Leading and managing other staff including line/performance managing colleagues.	Essential
Managing department finances or working within a budget.	Essential
Interviewing and recruiting staff.	Desirable
Personal attributes	
Enthusiastic, hard-working and resilient.	Essential
Calm, flexible, approachable attitude.	Essential
Exhibit confidence with humility.	Essential
Ability to work under pressure, on own initiative, accurately and with attention to detail.	Essential
A sense of humour with the right balance of gravitas.	Essential
Confidence to advise and challenge the Principal and on all aspects relating to additional learning support.	Essential
Remuneration: TBS Leadership Scale (related to UK Leadership Scale), dependent on qualifications and experience.	

The British School Kathmandu is committed to safeguarding children and young people. All post holders are subject to appropriate vetting procedures, including checks with past employers, a satisfactory Disclosure and Barring Service check, a Prohibition Order Check and the successful application of an ICPC (International Child Protection Certificate). Our safeguarding and safer recruitment policies are shared with all prospective candidates.

TBS does not discriminate with regard to race, colour, gender, religion, sexual orientation, age, political opinion, or disability.