**People Team**

**Job Description & Person Specification**

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| **Post Title:** | Inclusion Lead | **Department:** | Student Inclusion & Support |
| **Hours per week:** | 37 | **Weeks per year:** | 52.14 Weeks Per Year |
| **Contract Type:** | Permanent | **Reports to:** | Quality, Transition & Development Coordinator |
| **Scale & Spine Points:** | Scale 6 – PT 28 | **Location:** | Lansdowne, North Road & The Fulcrum |

**Job Description**

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| **College and Department Overview** |
| Bournemouth & Poole College (BPC) is the largest provider of Further Education and Apprenticeships in the area. The College prides itself on offering students a friendly and supportive environment in order that they develop work skills. The College values are:* A passion for learning and success
* Supportive and caring
* Respectful and considerate
* A champion for equality through learning
* Ambitious and tenacious
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| **Department Overview** |
| The Student Inclusion and Support is a dedicated team within the Student Experience Directorate to help support all aspects of a student’s journey while they are studying at The Bournemouth and Poole College. The Student Inclusion and Support department comprises 3 strands of support; Student Engagement, Student Wellbeing and Learning Support. It is such an exciting time to be joining the Student Inclusion and Support team. We are on a clear path to become an outstanding service to our students. |
| **Purpose of the Role**  |
| The role of the Inclusion Lead is to support a diverse caseload of students to successfully complete their study programme and make progress towards their EHCP outcomes. Inclusion Leads help students by working in conjunction with teaching staff, support staff and external professionals to ensure support is effective and meeting their individual needs. The nature of this will vary considerably according to the unique needs of each student and their EHCP provision. The Inclusion Leads will work directly with students and those around them to ensure a person centered, holistic approach to learning and support is delivered that makes a difference. |
| **Key Accountabilities & Duties** |
| * Work directly with a designated caseload of vulnerable students through their College journey, acting as a key worker to advocate for them and to ensure effective support is in place to develop their independence.
* Be knowledgeable on key legislation and statutory guidance for example The Equality Act 2010 and The SEND Code of Practice 2014.
* Act as a line manager for Academic Support Assistants working within your curriculum area, supporting recruitment, training new staff and leading personal development reviews.
* Deliver training to ASAs and wider College staff to develop SEND support and inclusion.
* Plan, prepare and lead key meetings for these students for example Annual review and PEPs.
* Work in partnership with curriculum staff and other professionals to continually review and assess the progress of students, adapting support as required.
* Encourage students to increase their independence working with them to develop skills such as organisation and planning, use of assistive technology and employability skills. Motivate and support students to engage with the College community to build confidence and social skills.
* Ensure that administrative and data processes are followed and records updated in a timely manner.
* Complete learning walks and observations within your curriculum area or to support peer development.
* Be ambitious for learners, support them to achieve the best possible outcomes and their goals for adulthood.
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| **Equal Opportunities**  |
| The College will seek to ensure that all existing and potential employees and students are given equal opportunities for employment and education. It is committed to the elimination of unlawful or unfair discrimination on the grounds of sex, age, marital status, colour, race, nationality or other ethnic or national origin, disability, sexuality, trade union membership or activity and religious background. The College will seek to ensure that no applicant for employment or education is disadvantaged by conditions or requirements which cannot be justified. The College aims to provide an open welcoming and safe environment for all its students, employees and visitors. |
| **Safeguarding** |
| The College is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff to share this commitment. Successful external applicants will be required to undertake appropriate safeguarding checks as well as providing proof of right to live and work in the UK. All successful candidates will be required to provide proof of their qualifications.  |
| **Further Information** |
| This Job Description and Person Specification are current as at May 2023. In consultation with you it is liable to variation to reflect changes in the job. If you have any queries relating to your Job Description and/or Person Specification, please discuss with your Line Manager. A copy of this Job Description and Person Specification is held with the People Team. |

**Person Specification**

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| **Criteria** | **Essential** | **Desirable** |
| **Qualifications:** | Level 2 (or equivalent) English and Maths qualificationsEducation or Training to Level 2 | Level 3 SEND Qualification Safeguarding QualificationYouth Worker Qualification |
| **Work Experience** | Experience of working in a learning environment or working directly with young people in a training or support role. | Work experience in an FE setting i.e. college or school Previous experience of working with people with learning difficulties, disabilities and/or challenging behaviours.  |
| **Knowledge** | Competent in Microsoft Office applicationsKnowledge of learning disabilities and neurodiversity in young people. | Working with student databases ie ProMonitor/ProSolution Understanding of KCSIE and safeguarding children and vulnerable adults Past CPD in topics surrounding neurodiversity and SEND |
| **Skills**  | Excellent Communication skills including written and verbal. The ability to manage difficult or challenging conversations.Ability to problem solve and manage a busy workload, working to deadlinesA kind and caring manner, able to discuss and carry out and support with personal care.Able to work as a team but also independently. |  |
| **Other Requirements** | Attendance at college events ie open evenings including outside of normal working hoursWillingness to work cross site as required within a range of curriculum areas and with a range of learning difficulties and disabilities. |  |