

Job Title: Whole-School Inclusion Lead

Date Revised: 17th November 2022

Reports to: School Principal

A. Scope and functions of the role

1. Overall scope of the job

The Whole-School Inclusion Lead (WSIL) is responsible for the inclusion of all students at St. Ignatius Catholic School, in particular those with additional learning needs, and those with gifts and talents, thus ensuring that these students reach and exceed their potential. This role is pivotal in supporting students by providing proactive and responsive services and in engaging all stakeholders to deliver bespoke services to ensure academic, extracurricular, personal and social pathway development and entitlement for all students. The WSIL acts as a student liaison and advocate, linking to all relevant departments and stakeholders to ensure student success. The WSIL plays a key role in the leadership of the school.

The WSIL will ensure that St. Ignatius Catholic school achieves its objectives under the following four Strategic Development Pillars:

- a. **Proudly Catholic:** Promoting students' spiritual, moral, personal and social development, within the school's Catholic ethos.
- b. **Academically excellent:** Ensuring that students' achievement exceeds expectations in all areas of their learning and development.
- c. **Accessible to all:** Ensuring that the holistic education provided by the school is accessible to as many Catholic families as possible, and that non-Catholic families are welcomed and supported; ensuring that all learners, including those with additional learning needs, are included.
- d. **Sustainable for the future:** Ensuring that effective policies, structures, practices and accountability measures are in place to ensure continued improvement.

2. Inclusion

The main scope of the role of the WSIL is to work towards overall school excellence by ensuring:

- a strategically-planned, ongoing review and development of systems and practices that support inclusion;
- continuous progression of inclusive practice from the Early Years to post-16;
- promotion of the welfare and safeguarding of all children within the school through the adherence and compliance to safeguarding policies and procedures;
- partial / full line management of staff with focused responsibilities for inclusion;
- the management of the various components of the inclusion process, including:
 - efficient and accurate referral, identification of additional educational needs;
 - ensuring effective collection, collation and processing of qualitative and quantitative student achievement data
 - planning for support and intervention, e.g., through the development and timely review of effective learning plans;
 - ensuring effective support and modification in and out of class to ensure students make excellent progress (based on their learning plans or achievement data, as appropriate);
 - ensuring the multi-disciplinary inclusion team is working effectively together for the good of the school.

- establishing effective relationships:
 - internally with other members of staff, including the SLT, the student support lead (socio-emotional counsellor), and other staff
 - externally with contacts from the Ministry of Education and other agencies that are related to the scope of work; and
 - externally with parents, caregivers and other stakeholders involved in supporting students (such as external support agencies).

The WSIL is the first point of contact for outside agencies and has oversight of, and leads, planned meetings, endures documentation as necessary and supports class and intervention teachers with external meetings.

- the leadership of professional learning related to personalized learning, differentiated instruction and the development of greater awareness and understanding of the challenges students with additional learning needs encounter, and the opportunities that can be amplified to secure success;
- working with groups of students or individuals, and cover for inclusion / intervention staff if needed;
- support for the student admissions process;
- efficient advice on the use of the school's budget and other resources to meet students' needs effectively, including staff deployment.
- up-to-date knowledge of, and compliance with school policies, and Cayman Islands legislation, policies, guidelines and regulations with regards to inclusion; and
- up-to-date knowledge with regards to evidence-based international best practice in inclusion.

3. Whole-school development and expectations

This is a whole-school role. The WSIL will therefore be expected to:

- participate fully in whole-school staff development initiatives and activities;
- evaluate the impact of initiatives and roles within the school;
- be instrumental in leading, developing and implementing aspects of the Whole-School Improvement Plan;
- contribute to the improvement of teaching and learning;
- communicate effectively and develop good relationships with parents; sharing policies, procedures and practices with them to enable them to support children's learning at home;
- have a secure and sound knowledge of school policies and practices and take responsibility for implementing them;
- participate in extracurricular activities and events, as agreed with the Principal;
- attend such meetings and activities as may be necessary as part of school policy and in accordance with the school calendar;
- support the Catholic life of the school through attendance at school liturgical events and assemblies; and
- work collaboratively and effectively with other key staff, including the teaching and learning, student support and assessment leads, to ensure synergy and sharing of good practice.

4. Other leadership duties

The WSIL will, from time-to-time, or on a more ongoing basis, be expected to take on other leadership or administrative responsibilities to assist the SLT in the efficient running of the school. These may include line management duties.

B. QUALIFICATIONS AND GENERAL COMPETENCIES

1. Qualifications

The requirements listed below are representative of the knowledge, skill, and/or ability required for this role.

Qualifications	<ul style="list-style-type: none">• Minimum of a bachelor's degree (preferably a Master's degree) in inclusion or a related area and qualified teacher certification.
Experience	<ul style="list-style-type: none">• Min 3 years' experience in a middle/senior leadership position focused on improving the provision for inclusion in schools, ideally across all year groups.• A track record of successful whole-school inclusion development, ideally in an outstanding / excellent school environment• Confidence in the use and interpretation of student data• Relevant experience in the administration, interpretation and reporting on psychoeducational assessments• Experience working with international students and families with a deep, working knowledge of the importance of culturally-responsive practice.

2. General Competencies

- a. Adopts a co-operative approach within the team, sharing knowledge and information.
- b. Maintains high standards of honesty and trustworthiness. Considers ethical implications of issues and decisions while remaining pragmatic.
- c. Promotes the vision of the organization or team to others in a positive and enthusiastic fashion.
- d. Identifies and understands the needs of students and their parents / caregivers.
- e. Analyses information effectively. Identifies the causes of problems and proposes realistic and practical solutions to address them.
- f. Maintains high-quality standards and encourages others to meet similar standards.
- g. Understands and appreciates issues from the perspective of other cultures and countries.
- h. Reaches objective, well thought out points of view; applies common sense to problems.
- i. Seeks new approaches to traditional problems and solutions and takes calculated risks.
- j. Provides clear instructions and direction to others.
- k. Demonstrates resilience when faced with setbacks and shows tenacity when striving to reach goals.