



Post Title: Teacher INCLUDE
Grade: T03

Job Purpose

To promote the Council's vision, values, aims, objectives, and priorities actively and effectively, putting our citizens first through the delivery of best value services.

To lead and deliver inclusive teaching and support for children and young people who face barriers to learning, including social, emotional and behavioural needs, enabling them to engage positively in education and achieve their potential.

Ensuring that all learners can access high-quality education and achieve positive outcomes. The role promotes inclusive practice across settings, supporting staff to meet diverse needs and remove barriers to learning.

Individual Leadership Expectations

As an Officer of the Council, you will be expected to demonstrate our core behaviours, linked to the following four themes:

- **Individual Leadership:** by putting our citizens and customers first, delivering against your objectives, helping to set direction, and putting forward ideas for improvements.
- **Equality Diversity & Inclusion:** by ensuring we consider the needs of all NCC citizens in our work, show respect for others, upholding and adhering to the Council's Code of Conduct.
- **Change & Innovation:** by being creative, delivering change when needed, sharing problems, and helping to bring forward suggestions for improvements.
- **Collaboration:** by working well with others, identifying the needs of colleagues and others to deliver great services and by being a good communicator who works well with a range of audiences.

Specific Duties

1. Actively promote and embed Equality, Diversity, and Inclusion through all actions and in accordance with the organisation's EDI strategy and objectives.
2. Contribute to our corporate responsibility in relation to climate change by taking action and limiting the carbon impact of activities within your role and championing this work.
3. Work in accordance with relevant legislation, statutory guidance, reforms and local policies relating to children and young people, including relating to children with special educational needs and disabilities (SEND)



4. To provide expert teaching and advice to schools supporting inclusive practice and effective provision for children and young people, including those with SEND in line with the SEND Code of Practice (0–25).
5. If required, to carry out educational observations, assessments and reviews of children and young people, analysing information to identify strengths, barriers to learning and appropriate provision.
6. To advise and support settings to develop and implement appropriate, inclusive and differentiated provision, including reasonable adjustments, curriculum access and strategies to meet identified needs and to ultimately drive inclusion
7. To offer clear professional challenge where provision or practice does not meet expected standards, supporting improvement while maintaining positive and constructive professional relationships
8. To work collaboratively with health, social care and other partner agencies to support coordinated, multi-agency responses for children and young people with complex needs.
9. To identify themes, trends and systemic issues through casework and advisory activity and contribute to service development, transformation and improvement initiatives within the Inclusive Learning service.
10. To contribute to the development and delivery of training, guidance and practice resources to upskill settings and professionals in inclusive practice.
11. To maintain accurate, timely and auditable records, work in line with safeguarding, data protection and local authority policies, and always uphold professional teaching standards.
12. Contribute to service improvement activities
13. Uphold safeguarding responsibilities, recognising concerns and following appropriate procedures to ensure the safety and wellbeing of children and young people.
14. Work flexibly to meet service demands, maintaining professional boundaries and a child-centred approach at all times
15. Support inclusive practice and promote equality of opportunity, ensuring barriers to participation are identified and addressed.

Numbers and grades of any staff supervised by the post holder:

None

All staff are expected to abide by the obligations set out in the Information Security Policy, IT Acceptable Use Policy and Code of Conduct in order to uphold Nottingham City Council standards in relation to the creation, management, storage and transmission of information. Information must be treated in confidence and only be used for the purposes for which it has been gathered and should not be shared except where authorised to do so. It must not be used for personal gain or benefit, nor should it be passed on to third parties who might use it in such a way All staff are expected to uphold the City Council obligations in relation to current legislation including the Data Protection Act and Freedom of Information Act.

This is not a complete statement of all duties and responsibilities of this post. The post holder may be required to carry out any other duties as directed by a supervising officer, the responsibility level of any other duties should not exceed those outlined above.

***This template is to be used for grades NCC-A1 up to NCC-H2 inclusively**



Produced by Claire Bale- Director of Education

Date- 20/04/2026



Job title:

AREA OF RESPONSIBILITY	REQUIREMENT	MEASUREMENT		
		A	AC	D
Individual Leadership	Takes personal accountability for own development.		✓	
	Drive and motivation, ability to deliver against challenging objectives.	✓	✓	
Change and Innovation	Confidence and ability to put forward ideas for change.		✓	
	Ability to be creative, to be able to identify problems and work to create solutions.	✓	✓	
Collaboration	Evidence of working successfully in partnership across different sectors, building and maintaining good working relationships.		✓	
	Evidence of actively working with others to improve collaboration internally and externally and to enact the principles of coproduction with parents, carers, young people and partners.	✓	✓	
Equality, Diversity, and Inclusion	An understanding of why it's important to consider equality, diversity, and inclusion in all that we do.	✓	✓	
	Demonstrating personal commitment to the equality, diversity and inclusion challenges faced by our workforce and Nottingham's people.	✓	✓	
Technical Skills and Knowledge	Knowledge of SEND legislation and statutory guidance, and how these are applied in practice within local authority and partner-led services.	✓	✓	
	Knowledge of safeguarding legislation, thresholds and procedures, and the ability to apply them appropriately in SEND-related work.	✓	✓	
	Ability to work with multi-agency partners	✓	✓	
	Knowledge of inclusive practice and how to identify and address barriers to participation and learning.	✓	✓	



	In-depth knowledge of the Children and Families Act 2014 and the SEND Code of Practice (0–25), and how these apply across early years, school and post-16 settings.	✓		
	Strong understanding of inclusive teaching strategies, differentiation and reasonable adjustments for children and young people with a wide range of SEND.	✓		
	Technical expertise in conducting and interpreting educational observations, assessments and reviews to understand learning needs, barriers and strengths.	✓		
	Ability to analyse professional reports and classroom practice to make evidence-based recommendations on provision, strategies and outcomes.	✓		
	Ability to provide clear professional advice and challenge to schools and settings, supporting improvement while maintaining constructive relationships.	✓		
	Knowledge of quality assurance standards for educational advice and EHC Plans, including identifying gaps, risks and areas of non-compliance.	✓		
	Ability to communicate sensitively and effectively with children, young people and adults.	✓	✓	
	Ability to build good working relationships with families and over-come barriers to them engaging. Ability to think clearly under pressure and manage crisis situations.	✓	✓	
	The ability to work both independently and as part of a team.	✓	✓	
	A commitment to high quality 'child-centred' family services.	✓	✓	
	Ability to demonstrate a solution-focused approach that will give confidence to children, young people and their families.	✓	✓	
	Experience of working with vulnerable children, young people and adults, from a variety of backgrounds, in an outcome focused way.	✓	✓	



	Experience of supporting children, young people and families to manage change.	✓	✓	
	Experience of working in partnership with children, young people, families and communities to shape and enhance service provision.	✓	✓	
	Ability to use IT systems effectively, including departmental recording systems	✓	✓	
	Ability to input and maintain case records, reports and correspondence.	✓	✓	
	Honesty and Integrity	✓		
	An understanding to the City Council's Equality and Diversity Policy, a commitment to its implementation and application in employment and service delivery.	✓	✓	
	Willing to work flexibly and outside normal office hours.	✓		
	Ability and willingness to travel both inside and outside the council area as required	✓	✓	
	In accordance with Part 7 of the Immigration Act 2016 (Fluency Duty), the ability to converse at ease with customers and provide advice in accurate spoken English is essential for the post.	✓		
	Take personal responsibility for contributing to organisational transformation and changes in ways of working, maximising the benefits and efficiencies for both internal and external customers, including the promotion and use of self-service to achieve maximum cost effectiveness.	✓		
	Undertake other duties within the general scope of the post	✓		
	Demonstrates comprehensive understanding of safeguarding principles and procedures relating to children and vulnerable adults. Able to identify signs of potential abuse or neglect and take appropriate action in line with the Nottingham City Council Safeguarding Policy Nottingham City Council Safeguarding Policy and the DfE's Keeping Children Safe in Education. Applies safeguarding responsibilities proactively when working directly or indirectly with children and vulnerable	✓		

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	adults to ensure their welfare is protected and promoted.			
	Must be willing to undertake a DBS check at the appropriate level.	✓		
Qualification requirement	Qualified Teacher Status (QTS)	✓	✓	✓
A - Application	AC – Assessment Centre	D – Documentary		