



Job Description

Reviewed by SAMC 19/05/2022

Primary Senior Teacher Inclusion

School:	Primary
Allowance Group:	D Allowance
Teaching Allocation:	50% of contact periods
Reports to:	Primary Principal
Direct Reports:	Leader of Language Acquisition Leader of Learning Support Primary Counsellors

Role and Position in the Organisation

Lead the Primary Student Support Services to ensure a joined up and holistic approach.

Social and Emotional Counselling

English as an Additional Language (EAL)

Learning Support (LS)

Extended Learning (EL)

Member of Primary Leadership Team (PLT)

Designated Safeguarding Lead and member of core Safeguarding Team

Work closely with Assistant Principal Learning and Welfare

Responsibilities, by area

Goal 1: We focus on continually improving learning

Strategic Area 1 – Teaching and Learning

The Primary Senior Teacher Inclusion will:

- oversee the PHSE curriculum including RSE and assembly mapping;
- oversee student data and tracking for those receiving additional support;
- liaise with support services leaders to ensure equity and consistency;
- undertake a teaching role 50%.



Strategic Area 2 – Professional

The Primary Senior Teacher Inclusion will:

- demonstrate expertise, a willingness to learn and commitment to the role;
- motivate teams through high quality continuing professional development, mentoring and coaching based on assessment of needs;
- systematically monitor and track student services provision and outcomes;
- mentor, support and advise Direct Reports as part of Performance Management;
- attend all compulsory Continuing Professional Learning (CPL) sessions linked to student safeguarding, First Aid, English as an Additional Language (EAL) and Learning Support.

Strategic Area 3 – Culture and Communication

The Primary Senior Teacher Inclusion will:

- be a visible and approachable member of the Primary Leadership Team;
- share best practice with colleagues;
- develop excellent relationships with parents;
- undertake necessary administrative tasks across the Support Services;
- meet with the Primary Principal and Assistant Principals on a bi-weekly basis;
- chair meetings of the Support Services Leadership Team;
- lead/co-lead parent workshops;
- ensure exemplary standards of behaviour and personal responsibility.

Goal II: We align our structure, policies and practices to support learning

Strategic Area 1 - Policy and Planning

The Primary Senior Teacher Inclusion will:

- regularly review and develop those policies and procedures relevant to the role;
- actively contribute to the Primary School Development Plan;
- ensure pastoral and safeguarding policies/procedures are understood and adhered to;
- understand and adhere to the student safeguarding policy, code of conduct and methods of reporting a concern.

Strategic Area 2 - Finance and Resources

The Primary Senior Teacher Inclusion will:

- assist team leaders in managing their departmental budget;
- ensure that resources and facilities are used to their maximum, whilst adequate health and safety precautions are maintained.



Strategic Area 3 – Admissions

The Primary Senior Teacher Inclusion will:

- advise the Primary Principal on admissions based on assessments;
- assist with the induction of new students and their parents.

Strategic Area 4 – Health and Safety

The Primary Senior Teacher Inclusion will:

- maintain a watching brief on health and safety matters and be proactive in reporting any perceived risks;
- safeguard students against all foreseen risks.

Strategic Area 5 – Facilities

The Primary Senior Teacher Inclusion will:

- oversee the use of the Primary Well-Being room
- contribute to the development of the school's facilities and liaise with the Primary Principal on suggestions for enhancing the facilities to ensure optimum use.

Senior Teacher Inclusion

Designated Safeguarding Lead: Safeguarding Responsibility

Bangkok Patana School is committed to keeping students protected, safe and secure.

Key safeguarding responsibility:

To support the Whole School Designated Safeguarding Lead by providing guidance and direction to staff in line with the Patana Safeguarding Policy and Staff Code of Conduct.

Responsibilities specific to Support Services role:

To lead/co-lead specific safeguarding training for support services, pertinent to their roles.

To make safeguarding a regular item on support services agendas

To annually review/revise Positive Handling Guidance and CPL for identified Primary staff.

To ensure that adults who support students in class 1:1 (not employed by school) have read and signed the 1:1 code of conduct and know how to respond to a disclosure.

To track and monitor those students with a Safeguarding flag who also access Support Services.



To ensure that students are explicitly taught to keep themselves safe through the Pastoral (PSHE) and Digital Literacy curriculum including clear links to the relevant Student Code of Conduct.

Responsibilities as part of the Safeguarding Team

Policies, procedures and codes of conduct

To annually review and revise policies, procedures and codes of conduct in order to develop an effective, transparent culture of Safeguarding throughout the school.

To keep staff informed about any changes to ensure compliance with all policies and procedures.

To ensure that all stakeholders, including staff, parents, visitors, nannies and external providers, have a clear understanding of our Safeguarding requirements.

To make all policies, procedures and relevant documentation easily accessible to staff.

Dealing with concerns and disclosures

To ensure that all staff know how to respond to an initial disclosure, including who to inform and how to record the information.

To ensure that students are taught how to keep themselves safe as part of the pastoral curriculum, including who to talk to if they have a concern.

To provide guidance and follow up support to staff following a disclosure or ongoing concern.

To deal appropriately with any Child Protection allegation or incident, reporting to HoS, Board Chair and external authorities as appropriate.

Tracking, record keeping and the sharing of confidential information

To securely store and maintain separate Safeguarding records.

To ensure the safe transfer of all Safeguarding records during any transition.

To respond to school requests for Safeguarding information when a student leaves BPS.

To contact the DSL in the receiving school if there is an ongoing concern.

To keep the relevant Principal informed in the case of any allegation against a member of staff.

To keep the relevant Principal informed when a student is at risk of significant harm.



Bangkok Patana School
The British International School in Thailand
Established 1957

Bangkok Patana School

Mission

Our mission is to ensure that students of different nationalities grow to their full potential as independent learners in a caring British international community.

Vision

We develop global citizens who shape their world through independence, empathy, creativity, and critical thinking.

Values

Well-being

We are

Protected, safe and secure
Motivated and engaged
Responsible and honest
Kind, compassionate
and respectful
Balanced and fulfilled

Learning

We are

Rigorous,
inquisitive and creative
Collaborative and confident
communicators
Critical,
reflective thinkers
Resourceful and resilient

Global Citizenship

We are

Conscientious role models
Committed to integrity and equity
Diverse and inclusive
Ethical and informed
Active stewards of the environment
and our communities

Student safeguarding

Bangkok Patana School is committed to safeguarding and promoting the welfare of its students and expects all staff to share the same commitment.