



JOB TITLE:	Behaviour and Inclusion Lead Practitioner
GRADE:	POC
POST NO:	TBC
JOB TIER:	6
DBS CHECK:	Enhanced
DIRECTORATE:	Children's Services
SERVICE:	Education and SEND

REPORTING STRUCTURE

Reports to:	Virtual School Headteacher
Direct Reports:	0
Indirect Reports:	0

ROLE PURPOSE:

To provide strategic leadership for behaviour and inclusion across Early Years, school-age and Post-16 settings, shaping practice, strengthening system capacity and influencing early intervention so that children and young people including those with SEND and those experiencing emotionally based school non-attendance (EBSNA), remain engaged in education and avoid escalation to exclusion, alternative provision or statutory services.

The postholder will act as a specialist adviser to schools, families and partners, using evidence, local intelligence and professional influence to improve inclusive practice, reduce inequalities, inform service development and support borough-wide priorities relating to attendance, behaviour, SEMH and reintegration across Hillingdon.

Job Description

1. Resident & Community Contribution

- Put children, young people and families at the centre of practice by promoting sustained engagement with education and preventing avoidable escalation to exclusion, alternative provision or statutory intervention.
- Support inclusive practice across Hillingdon's education system, reducing inequalities of access, experience and outcomes for vulnerable children and young people.
- Work in a strengths-based, solution-focused way with families, recognising the wider social, emotional and environmental factors influencing behaviour and engagement.
- Ensure safeguarding, equality, diversity, inclusion and data protection responsibilities are upheld in all aspects of the role.
- To demonstrate understanding of the Council's *Customer Care Standards* and ensure that these standards are met in order to deliver the Council vision of 'putting our residents first'.
- Promote early identification of need by supporting settings to use tools such as the Early Identification Toolkit and Inclusion Consistency Framework.
- Contribute to embedding Hillingdon's inclusion commitments, including reducing suspensions, exclusions and use of parttime timetables.

2. People Management

- To be responsible for maintaining a safe and healthy working environment in line with Health & Safety at Work Act (1974).
- Provide professional guidance, modelling and advice to school staff and partner professionals without formal line management responsibility.
- Contribute to workforce development by building confidence and capability in inclusive behaviour practice across settings.
- Work autonomously and safely, including lone working, in line with Health & Safety and safeguarding procedures.
- Provide feedback to managers on themes arising in schools to shape training design and partnership development.

3. Operational Service Delivery

- Lead and coordinate specialist behaviour and inclusion support across Early Years settings, schools, post-16 providers and alternative provision, ensuring a consistent, high-quality offer aligned to borough priorities.
- Provide strategic advice, challenge and professional guidance to school leaders and practitioners to strengthen inclusive cultures, improve relational practice and reduce the risk of suspension, exclusion and disengagement.
- Target direct intervention where it will have greatest impact, particularly for children and young people with SEND and those experiencing EBSNA who

are at risk of prolonged absence or disengagement, using evidence-informed approaches to support children and young people whose behaviour, attendance or SEMH needs place them at risk of poor educational outcomes.

- Work with parents and carers to strengthen engagement, build confidence and align home-school approaches that support sustained participation in education.
- Support settings to identify unmet need early, review the effectiveness of current provision and implement graduated responses for children and young people who do not meet statutory thresholds but are at risk of escalation.
- Influence and contribute to multi-agency planning through Team Around the Child and wider partnership forums, ensuring behaviour, attendance, reintegration and inclusion planning is coordinated and outcome-focused.
- Lead implementation of borough-wide inclusion approaches, including reintegration pathways, including pathways for children and young people with SEND, attendance support, inclusive practice guidance and the promotion of the Local Offer, ensuring the lived experiences of children and young people inform delivery.
- Represent the service in professional meetings, panels and partnership discussions, providing clear written and verbal recommendations that inform decision-making and promote early, proportionate intervention.
- Maintain accurate records, case analysis and impact reporting to evidence outcomes, identify emerging themes and support quality assurance and strategic oversight.

4. Service Planning & Development

- Contribute to the strategic development of Hillingdon's behaviour, inclusion and early intervention offer, ensuring that service priorities are informed by local need, emerging evidence and borough-wide improvement ambitions.
- Analyse recurring themes, pressures and gaps in provision and translate these into actionable recommendations for service planning, partnership development and resource prioritisation.
- Develop and refine guidance, tools, pathways and practice resources that enable settings to respond more effectively and sustainably to behaviour, attendance and SEMH needs.
- Use insight from casework, schools and multi-agency partners to inform service design, commissioning conversations, workforce development and the continuous improvement of inclusion pathways.

5. Financial & Resource Management

- To ensure all purchasing and procurement is conducted in line with the corporate guidelines with appropriate use of the Council's financial systems.
- Ensure work is delivered efficiently and represents value for money, making effective use of available resources.
- Use and maintain specialist resources and IT equipment responsibly in line with Council policies.

6. Service Improvement

- Monitor, evaluate and report on the impact of interventions, advice and inclusion activity on engagement, attendance, behaviour, reintegration and wider educational outcomes.
- Use feedback from children, families, schools and partners alongside performance information to identify what is working well, where barriers remain and what needs to change.
- Contribute to quality assurance, reflective practice and service improvement activity, ensuring that learning from individual cases and trends informs wider practice, policy and delivery.

7. Contacts

- Primary contacts will include senior officers within the Council, education leaders, partner agencies, children, young people and families, with a focus on influencing practice, coordinating support and shaping strategic responses.
- **Internal:**
Virtual School staff; Inclusion, SEND and Attendance teams; Early Help and Family Hubs; Educational Psychology; Youth Justice; Social Care; commissioning and wider Children's Services colleagues.
- **External:**
Headteachers, senior leaders and SENCOs in Early Years settings, schools and colleges; alternative provision leaders; health and mental health services; voluntary and community sector partners; relevant regional and borough-wide networks.

8. Key Performance Indicators

- Improved engagement, attendance, reintegration and educational participation for children and young people supported through the service.
- Reduction in suspensions, exclusion risk, part-time timetables and escalation to statutory pathways for identified cohorts and settings.
- Increased confidence and capacity within schools and partner settings to meet behaviour, attendance and SEMH needs through inclusive practice.
- Timely, effective and well-coordinated multi-agency responses that support early intervention and reduce duplication.
- Clear evidence that practice insight, performance information and stakeholder feedback are informing wider service development and borough-wide inclusion priorities.

Person Specification

This person specification will be used for recruitment to this vacancy in LBH. It will form the basis of the application form, and candidates will be also assessed against aspects of this person specification at interview.

1. QUALIFICATIONS	ESSENTIAL ✓	DESIRABLE ✓
Qualified Teacher Status or a degree or MA in Social Work, Dip.SW or other recognised Social Work qualification, approved by the Health and Care Professions Council	✓	
Post-graduate or specialist qualification in behaviour, SEMH or inclusion		✓
2. STATUTORY or ROLE SPECIFIC REQUIREMENTS	ESSENTIAL ✓	DESIRABLE ✓
Enhanced DBS	✓	
Ability to work peripatetically across the borough and in neighbouring boroughs	✓	
Confident lone working	✓	
Specialist safeguarding training		✓
3. EXPERIENCE	ESSENTIAL ✓	DESIRABLE ✓
Experience of supporting children and young people with behaviour, emotional wellbeing or engagement needs	✓	
Direct work with families	✓	
Experience across multiple phases including EY or post-16		✓
Experience of developing, marketing and delivering a range of bespoke training programmes within a school or learning/behaviour support setting		✓
Proven ability to establish credibility with head teachers/senior leaders, senior managers in partner agencies and the ability to effectively challenge schools, other settings, virtual schools and other key stakeholders in order to ensure that the needs of young people, parents and carers are paramount in service planning and delivery.	✓	
Proven ability of contributing to the identification and assessment of the special educational needs of young people with emotional, social, psychological, academic, environmental and behavioural needs.		✓

4. KNOWLEDGE & SKILLS	ESSENTIAL ✓	DESIRABLE ✓
Strong understanding of inclusive behaviour practice, early help approaches, and education systems	✓	
Ability to build trust, influence practice and provide practical advice	✓	
Excellent communication and problem-solving skills	✓	
Knowledge of SEND and attendance legislation and frameworks		✓
Knowledge and skills in current therapeutic strategies and techniques used in supporting children and young people with emotional, social, mental health, psychological, academic, environmental and behavioural needs.		✓
Ability to offer advice and guidance to head teachers and other colleagues in schools regarding the implementation of strategies for managing vulnerable children and young people with regards to their emotional, social, psychological, academic, environmental and behavioural needs.	✓	

Our values

Respect

We appreciate what makes us different and include everyone.

- We recognise that we all have unique talents, skills and experiences.
- We provide a professional service to our residents and colleagues and lead by example.
- We celebrate diversity and ensure our working practices are inclusive.

Collaborative

We believe in the power of working together.

- We work collaboratively as one council.
- We promote creativity and innovation to improve outcomes for all.
- We recognise the strength of sharing knowledge and experience.

Efficient

We deliver the best possible outcome by carefully managing our resources.

- We are empowered to deliver the most efficient outcome.
- We harness new technology and tools to deliver our services efficiently.
- We look after our finances and maximise value for money for residents.

Integrity

There is no gap between what we say and do.

- We choose what is right over what is easy.
- We trust and support each other to get the job done.
- We are responsible and accountable for our actions, both good and bad.

Open and honest

We are transparent in the actions and decisions we take.

- We provide a safe space to have truthful discussions in a positive way.
- We encourage constructive feedback without fear of judgement.