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| Trinity Academy CathedralJob Description | |  |
| Job Title: | Inclusion Manager |  |
| Job Scale: | Scale SO2 / PO1 |  |

**BASIC JOB PURPOSE**

* To take responsibility for the development and effective running of the inclusion room
* To co-ordinate and ensure appropriate staffing for the inclusion room
* Provide support and mentoring for identified students
* Contribute to the successful implementation of the Behaviour for Learning policy
* To use academic data from internal and external sources to plan, implement and evaluate support for identified students.
* To liaise with staff, parents, other education institutions and multi-agency partners to support students progress and overall development.

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| **Reporting to:** Lead Teacher (Pastoral) | |
| **Responsible for:** Identified members of the pastoral team |  |

**MAIN RESPONSIBILITIES**

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| **1** | Take responsibility for the day-to-day running of the inclusion room |
| **2** | Take responsibility for the standards of work in the inclusion room |
| **3** | Coordinate the inclusion room staffing |
| **4** | Respond to on call as part of team |
| **5** | Provide where relevant, in class support for students with behaviour issues |
| **6** | Run intervention groups for students with specific needs |
| **7** | Mentor target students as directed |
| **8** | Help support the Implementation of the Academy behaviour policy |
| **9** | Provide behaviour support around the school and local community before, during and at the end of the school day |
| **10** | Work closely with the year teams to support behaviour, making contacts with parents as required |
| **11** | Help support the re-integration of students back into mainstream lessons |
| **12** | Provide support for off-site when required |
| **13** | Support the smooth running of the Academy at break and lunch times |
| **14** | To provide cover for year leaders during periods of absence |

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| Other specific duties: |
| All staff are expected to demonstrate consistently high standards of personal and professional conduct and maintain high standards of ethics and behaviour, within and outside school.   * Treat all students with dignity, observe proper boundaries and understand that every adult in the academy has a responsibility to safeguard children and young people. * To continue personal professional development as required. * Attend staff and other meetings and participate in staff training and development events as required. * To actively engage in the performance review process. * All support staff may be used to perform appropriate duties as and when required by the academy, commensurate with the salary grade of that post if it is higher than the employee’s current salary. * To work in the best interests of the academy, students, parents and staff. * To adhere to the academy’s policies and procedures with particular reference to Child Protection, Equal Opportunities, Teaching and Learning and Health and Safety. * Undertake the role of a Form Tutor within the academy’s pastoral structure, and provide relevant and appropriate pastoral support. * To work flexibly, including some evening work, and to travel, as required, to meet the needs of the role. * To work at locations across the academy Trust, as required.   Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.  This job description is current at the date shown, but, in consultation with you, may be changed by your line manager to reflect or anticipate changes in the job commensurate with the grade and job title. |
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| **PERSON SPECIFICATION** | | |
| **Job: Inclusion Manager** | | |
|  | Essential | Desirable |
| **Qualifications and experience** | * educated to degree level or equivalent relevant experience * Experience of teaching small groups or full classes at KS3 and KS4 * experience of successfully working with identified disaffected students, or groups of students * experience of monitoring and recording progress of learners * experience of forging community/voluntary/parent and partner agency links * experience of working with young people with SEN or behavioural issues * experience of leading or managing a team | * leadership of a community project/area of school development |
| **Knowledge and understanding** | * understanding of students welfare and pastoral needs * innovative approaches to working with students, parents, the local community and multi-agency partners in relation to inclusion, behaviour and reward strategies * strategies for ensuring equal opportunities for students, staff and other stakeholders * ability to participate professionally in meetings | * understanding of Safeguarding and Child Protection issues * knowledge of the needs of SEN students in academic surroundings |
| **Skills and abilities** | * ability to communicate effectively, negotiate and network through highly developed inter-personal written, verbal and presentation skills to a range of audiences, including SLG and governors * work as an effective team member and apply given instructions * prioritise, planand direct the workload of self and others, balancing long and short term priorities * set high standards and provide a role model for students and staff * well-developed analytical, planning and organisational skills * demonstrate a willingness to take the initiative identify and develop creative and imaginative solutions to solve problems * seek support and advice when necessary * deal with student’s personal and other crises * demonstrable ability to evaluate work programmes and strategies * evidence of sound judgment skills | * willingness to develop own understanding and capability through advice and training * think clearly in emergency situations |
| **Personal qualities** | * enjoyment in working with young people and families. * an excellent record of attendance and punctuality * commitment to inclusive education * reliability, integrity and stamina * respect confidentiality * resilience and perspective | * determination to succeed and the highest possible expectations of self and others * a commitment to inclusive education |