St Thomas More RC College

A group of believers united heart and soul in Community, Commitment, Communication and Communion
(Acts of the Apostles 4:32)

JOB DESCRIPTION

Inclusion Manager with Responsibility for Supporting Children in Care

Salary: £27,691 -£31,638 Actual Salary
Grade: G SCP 23-28
Hours: 36 hours per week, TTO
Responsible to: Head of Learning Support

Post Objectives

- Working in partnership with teaching staff and other staff to advance learning in a range of contexts: you will be required to work with whole classes, identified groups and on a one to one basis across a range of subject areas
- To use initiative and self-direction to take a lead role in delivering inclusion support to identified students.
- To facilitate a safe and positive learning environment using behaviour management techniques effectively.
- To provide emotional and social support for pupils through interventions.
- To engage with other agencies effectively representing the school for the best interests of pupils.
- To support pupils who are Looked After and attend relevant meetings with professionals and external agencies.
- To support pupils who are identified as Young Carers.
- Communicating effectively with colleagues to share information and outcomes.
- To be a positive member of the team in the running of the school under the leadership of the Headteacher.

Main Duties and Responsibilities

- **Safeguarding**
- Have full knowledge and appreciation of the range of outside services that can be accessed to support students
- Liaise with parents/carers/external agencies including the initiation/leadership and/or representation at EHA meeting and other meetings in relation to pupils.
- Be aware of and comply with policies and procedures relating to child protection, health and safety, security, confidentiality and data protection, while taking the initiative to keep aware of changes in respect to the areas listed above and reporting/communicating any concerns through the appropriate channels.
- Take appropriate action to ensure that identified pupils have equal access to opportunities to learn and develop.

- Establish and maintain relationships with individual students and groups.
- Establish and maintain positive relationships with parents/carers
- Provide therapeutic/pastoral support to pupils who are struggling to engage with learning in co-operation with other member of staff in the pastoral, SEN and leadership teams.
- Attend Child protection conferences and follow on core groups
- Initiate communication where there are CP concerns
- Engage with appropriate professionals to ensure best welfare provision for pupils
- Attend network meetings, other meetings and safeguarding meetings as appropriate.

- **Support and Inclusion**

- Looked After Children
- To be the key person for children who are looked after.
- To attend all PEP meetings and complete relevant paperwork.
- To be part of the decision-making process that decides where additional fund is spent in line with the school's targets.
- To devise and lead on interventions for pupils who are looked after.

- Using your knowledge of behaviour and inclusion guide others in developing inclusive strategies to support pupils who are causing concern
- Provide behaviour support sessions for identified pupils
- Offer counselling support to students as required
- Carry out observations/information gathering if necessary to identify behaviour issues.
- Work closely with the pastoral and SEN teams to identify families who need support or intervention
- Provide welfare support for students across the college but in particular vulnerable students.
- To run/promote activities designed to promote positive attitudes to school
- To maintain records of intervention and share as appropriate
- To monitor and evaluate the effectiveness of intervention and activities and alter practice as appropriate to secure desired outcomes
- To be responsible for maintaining and creating the necessary systems to allow a positive learning environment in the inclusion and seclusion room, including the following
- Using behaviour management effectively
- Using the school's behaviour/rewards system effectively
- Recording effectively pupils conduct and attitude in the inclusion room and acting as appropriate were issues arise
- Ensuring that pupils have appropriate work to complete and creating a bank of work for pupils to use when work from class teachers is not immediately available.

The above list is not a full list of the possible strategies needed and the post holder will be responsible for developing appropriate strategies as necessary to maintain high standards in the inclusion room.

- Recording and sharing the attendance/attitude/outcomes of pupils in the inclusion room as appropriate.
- Liaise effectively with the following (Leading/managing the interaction when appropriate) CAHMS/HYMS, MIND, Social Services.

- SEN support

- Work with the SEN team to secure best outcomes for identified students.
- Contribute effectively to the SEN team as necessary and as directed.

- Welfare/Wellbeing
- Liase with metal health experts and other health professional for the care of pupils
- To provide supervision for pupils before, after school, and during non-contact time (break and lunch) as is necessary.
- To provide first aid for pupils (training will be provided)

- General
- To attend meetings as appropriate including training outside of normal pupil contact time as is appropriate
- To take part in performance management and training as required
- Contribute to the overall ethos, aims and targets of the school appreciate and support the roles of other members of the school community and attend and participate in meetings as required.
- If necessary providing cover for absent colleagues including whole classes.
- To support as directed during school and public examinations
- To help control and maintain resources and records – worksheets, books, materials, technological aids and general equipment etc.
- Whilst every effort has been made to explain the main duties and responsibilities of the post each individual task to be carried out may not be identified
- Employees will be expected to comply with any reasonable request from a manager or the headteacher 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 it may be changed to reflect or anticipate changes in the job commensurate with the grade and job title
- St Thomas More is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The successful candidate will be subject to an enhanced DBS disclosure

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Inclusion Room Manager

PERSON SPECIFICATION

1.	**Qualifications**	
	Essential	▪ A good standard of numeracy and literacy equivalent of GCSE A*-C in English and Maths ▪ Further qualifications indicating a good standard of Education
	Desirable	▪ Further qualifications related to a career in Education.
2.	**Skills**	
	Essential	▪ Competent ICT Skills to support effective working ▪ Ability to keep records and write review reports ▪ Willingness to support a child in non-structured time ▪ Ability to liaise with pupils, staff and parents ▪ Good verbal and written communication skills ▪ Ability to supervise/monitor pupils effectively ▪ Ability to lead and manage interactions ▪ Ability to deal with confidential matters ▪ Excellent time management skills
3.	**Experience**	
	Essential	▪ Experience of working in mainstream preferably Secondary or Upper Primary ▪ Experience of producing materials to support in-class learning ▪ Pastoral care experience in a secondary school ▪ Experience of working with colleagues from other teams or institutions ▪ Experience of meeting the needs of vulnerable or Disadvantaged students ▪ Experience of managing colleagues in relation to areas of responsibility within this role.
4.	**Personal Qualities**	
	Essential	▪ Good interpersonal skills ▪ An excellent attendance and punctuality record ▪ Reliability ▪ Ability to work as a team member ▪ Ability to work independently and show initiative ▪ Ability to work under pressure ▪ To be proactive ▪ An empathy with the college's faith and values

	▪ Commitment to continuing professional development ▪ To be an excellent role model

St Thomas More is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The successful candidate will be subject to an enhanced DBS disclosure, receipt of two satisfactory references and a 12 month probation period.