



Humphry Davy School

A Community Music College

JOB DESCRIPTION

Job Title:	Inclusion Lead
Grade:	G
Hours:	37 hours per week
Working Weeks:	43 weeks per year
Responsible to:	Deputy Headteacher
Direct Supervisory Responsibility for:	None
Indirect Supervisory Responsibility for:	None
Important Functional Relationships:	<u>Internal:</u> Deputy Headteacher, Assistant Headteacher (SENDCo), Business Manager, Student Support Coordinator, Student Services Team, School Staff, Governors, Students <u>External:</u> LA Representatives, External Service Providers and Suppliers, Parents, Visitors to the School

Main purpose of the job

To assist the Raising Standards Leads for year 7,8,9,10,11 in meeting the individual needs of students; including managing the behaviour of students via the reflection/reset room. To support identified students to overcome barriers to learning using a range of techniques, including student learning intervention (incorporating checking stages of intervention are met and recorded carefully). To provide a 'day to day' care, continued education package, support and guidance service for students, staff and parents in the reset/reflection room.

Provide practical support, advice and mentoring to individual students to support them to develop their social and emotional skills and behaviour for learning in order to achieve success. Co-ordinate reporting to ascertain trends patterns and improvement. Pro-actively developing a complementary service throughout the school that enhances existing provision in order to support learning and encourage social inclusion; notably for those students experiencing difficulties in managing their behaviour.

Key accountabilities:

1. To promote actively the School's Behaviour Policy
2. To maintain awareness of and commitment to the School's Equality, Diversity and Inclusion Policy.
3. To comply fully with the Health and Safety at Work Act 1974 etc, the School's Health and Safety Policy and all locally agreed safe methods of work.
4. At the discretion of the Head Teacher, such other activities as may from time to time be agreed consistent with the nature of the job described above.
5. To work with colleagues to achieve service plan objectives and promote actively the school's ethos and culture
6. To participate in Continued Professional Development and Appraisal.

Duties and responsibilities:

1. To assist the Raising Standards Leads (RSLs) for year 7,8,9,10 and 11 in maintaining school expectations on attendance, behaviour and uniform by challenging students, investigating/recording incidents and managing sanctions.
2. To contribute to plans/interventions to improve the behaviour and/or progress of individual students.
3. To co-ordinate the detentions system and communications of high tariff detentions or sanctions.
4. To work in partnership with staff and parents to identify and address student concerns.
5. To provide a 'day to day' care, support and guidance service for students, staff and parents. To ensure that advice is given, enquiries are answered, and information is provided.
6. To communicate with parents/carers by telephone, face to face and/or in writing to ensure that incidents or concerns are reported and followed up.
7. To support the Raising Standards Leads in all year groups with behaviour related administration; to include maintaining secure and up to date pupil records (e.g. incident logs, correspondence, stages of intervention, appropriate welfare information etc...).
8. To liaise with parents and outside agencies and lead/attend meetings as requested and where possible – especially reintegration meetings
9. To supervise students completing work (when not in class or at the end of the school day as required) that has been set in accordance with school protocols. To provide 'on-call' assistance and (student) supervisory duties as appropriate.
10. To promote positive values, attitudes and good student behaviour, offer praise and rewards, and promote student successes across the school.
11. To manage students who are showing socially unacceptable or challenging behaviour under the direction of guidelines in operation at the school.
12. To establish productive working relationships with students using methods to encourage pupil engagement, participation and achievement in activities.
13. To work in partnership with other practitioners to deliver effective interventions and support for children and families, completing referrals as appropriate/directed.
14. To encourage students to develop social skills and independence whilst providing support when it is needed.
15. To report student and school issues in line with the school's policies for health and safety, child protection, behaviour management etc.
16. To take part in extra-curricular activities, e.g. open days, presentation evenings etc..
17. To join the DHT/appropriate staff in weekly meetings that contribute to the review of students with behaviour concerns and/or who are at risk of suspension; and consequent action planning/monitoring.
18. To provide expertise, manage a referral system, and devise and implement behaviour for learning related projects including small group work and supported reintegration.
19. To mediate between staff, parents/carers and students to establish and maintain high levels of student behaviour and engagement.
20. To maintain regular contact with assigned students – to support, assist and enable them to meet their behaviour and/or progress targets.
21. To develop best practice with respect to the organisation of pastoral support plans, reintegration practices/paperwork and the operational management of the internal exclusion room.
22. To develop a complimentary service to encourage further the participation and progress of disadvantaged students including those in receipt of Pupil Premium funding.
23. To complete referrals to appropriate specialist support agencies in liaison with the DHT/AHT
24. To guide students and, where appropriate, their families to access external agencies e.g. Young People's Counselling, Multi-Agency Behaviour Support Service.
25. To establish and maintain appropriate records of assigned students and keep these secure.
26. To participate in broader programmes to develop support and intervention, including guiding students on effective peer support strategies.
27. To undertake filing in accordance with the established systems as requested. To work within and maintain all school established administrative systems and procedures.
28. The list of duties in the job description should not be regarded as exclusive or exhaustive. There will be other duties and requirements associated with your job and, in addition, as a term of your

employment you may be required to undertake various other duties as may reasonably be required.

29. To provide assistance with First Aid where necessary.
30. To provide assistance at school events (including evening events).
31. To attend staff meetings and school based INSET as required.
32. To attend multi-agency meetings.
33. To maintain a good relationship with colleagues and work together as a team.
34. To challenge, support and motivate students in order to promote resilience and reinforce self-esteem
35. To be responsible for promoting and safeguarding the welfare of students;

PERSON SPECIFICATION

Job Title: Inclusion Lead
Date Prepared: July 2023
Prepared by: Deputy Headteacher
Job Evaluation: 003149

ATTRIBUTES	ESSENTIAL	DESIRABLE	HOW IDENTIFIED
<u>Relevant Experience</u>	<p>Experience of working with young people, particularly in the 11-16 age group</p> <p>Able to relate well to children and adults, including professionals from other agencies, e.g. dealing with visitors, passing information/messages to other staff, dealing with upset children, providing advice</p>	<p>Experience of working with more challenging and/or vulnerable students</p> <p>Experience of behaviour/welfare work within a relevant service e.g. school, youth work, PRU</p>	<p>Application form.</p> <p>Interview.</p>
<u>Education & Training</u>	<p>Attainment of 4 GCSE qualifications (or equivalent), or able to demonstrate equivalent knowledge, skills and aptitude.</p> <p>Good numerical skills to undertake a variety of tasks, e.g. interpreting student achievement data</p> <p>Good literacy skills to undertake a variety of tasks, e.g. minute taking, maintaining diary(ies), producing correspondence, letter sending</p> <p>Very good ICT skills, e.g. production of reports, correspondence, inputting/ updating information</p>	<p>Grade C or above in English and Maths at GCSE</p>	<p>Application form.</p> <p>Interview.</p>
<u>Special Knowledge & Skills</u>	<p>Analytical and developmental skills</p> <p>Alertness and concentration, e.g. producing achievement information, minute taking and drafting correspondence</p> <p>Able to deal with more complex</p>	<p>Demonstrable experience of development, management and operation of administrative systems likely to have been gained over a period of two years</p>	<p>Interview.</p> <p>Application form.</p>

	<p>queries and know when to refer to more senior staff</p> <p>Able to work constructively as part of a team and to understand school roles and responsibilities and own position within these</p> <p>Able to self evaluate learning needs and actively seek learning opportunities</p> <p>Willingness and ability to travel independently as required</p>		
<p><u>Any Additional Factors</u></p>	<p>Able to demonstrate sensitivity and tact particularly when dealing with the more sensitive issues</p> <p>Able to maintain confidentiality</p> <p>Able to work accurately and with attention to detail</p> <p>Display an awareness, understanding and commitment to the protection and safeguarding of children and young people.</p>	<p>Able to work independently</p>	<p>Interview.</p>