



Dinnington High School
Inclusion Learning Zone
Co-ordinator

Part of
LEAP
Multi Academy Trust

Post Title: Inclusion Learning Zone Co-ordinator

At Dinnington High School, we are committed to knowing our students well, caring for them appropriately, and supporting them to meet our high expectations. We are proud of our school's success and are committed to providing an ambitious and inclusive environment with a strong pastoral care system that values everyone.

Sometimes, students fall below our expectations, and we need to take further action. Simply giving sanctions does not improve behaviour. This role centres on the school's commitment to avoid and prevent external exclusions and the strong belief in building and maintaining strong relationships with students and families, using Restorative Practice approaches when things go wrong. As a school, we do not support the use of isolation booths. Students work in the Inclusion Learning Zone so we can help modify challenging behaviours, using a range of tailored restorative SEMH interventions. This is a room with work spaces, IT access, round tables for discussions, and is overseen by our Inclusion Learning Zone Co-ordinator.

The ILZ Co-ordinator does not spend every period in the ILZ. They also work with students 1:1 and in small groups providing Social, Emotional and Mental Health interventions as well as liaising with Year Leaders and the SEND (Engage) team.

This role sits within our wider Student Development Team and is line managed by our Head of Achieve. The postholder will work closely with our brilliant and positive team of year leaders and achieve support co-ordinators,. (Sense of humour essential!)

The purpose of this role: To lead the inclusion learning zone and manage operationally on a day to day basis to ensure high expectations are maintained and students are supported. To support the school's determination to know students well, ensure needs are met, and to identify the causes of misbehaviour.

You: The postholder will be ambitious, enthusiastic, resilient and energetic with a strong work ethic.

Salary Range: F to G – depending on experience. The G grade brings higher levels of responsibility. (£19,196.83 - £24,006.63 Actual)

This post is a 37 hour per week, term time only, temporary until August 2022 initially, starting 1 September 2021.

The closing date for applications is Monday 28th June at 3pm.

Visits welcomed.

Job Description

Main Responsibilities

- To lead the inclusion learning zone and support restorative interventions with specific students to prevent external exclusions, liaising with pastoral staff such as year leaders.
- To manage operationally on a day-to-day basis to ensure high expectations are maintained within the learning zone, providing appropriate work, supporting intervention sessions and to support the school's determination to know students well.
- To liaise with staff, organise work for students, support students with SEND
- To analyse the data for site defiance and internal exclusions to ensure that all incidents have been followed up, patterns identified and work to prevent recurrence is undertaken where possible.
- For candidates with the experience to fulfil the G Grade level: line manage the staff supervising the C3 base where students have been sent out of lessons.

Training in Restorative Practice will be provided if the right candidate has not previously been trained.

Additional Duties

- To play a full part in the life of the school community, to support its aims and objectives and to encourage staff and students to follow by your example, acting as a positive and professional role model.
- To actively identify and manage professional development commensurate with the role.
- To promote and safeguard the welfare of children and young people you are responsible for and come into contact with.
- To engage actively in the performance review process.
- To undertake some senior duties across the whole school when required.
- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.

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 the leadership team to undertake work of a similar level that is not specified in this job description.

It is understood that areas of responsibility are from time to time subject to review and are negotiable in the light of the needs of the academy and the professional development of the staff.

Person Specification

	Criteria	How assessed*	Essential/ Desirable
Training & Qualifications	5 GCSEs or equivalent including English and Maths A - C	A/I	E
	A levels or higher/or other relevant qualifications	A/I	D
	Recent participation in training which is equivalent to working with children/young people	A/I	E
	Trained in Restorative Practice/willing to be trained	A/I	D/E
	Trained in appropriate SEMH therapeutic interventions/willing to be trained	A/I	D/E
	Experience working in a school engaging with challenging children/young people and their families	A/I	E
	Proven experience in a post which demonstrates high organizational and time management skills	A/I/R	E
	<i>G Grade:</i> Experience of managing others and working with a range of staff	A/I/R	D
	<i>G Grade:</i> Experience of co-ordinating work flows/rotas	A/I	D
	ICT competency	A/I	E
Experience	<i>G Grade:</i> Experience of analyzing data and identifying appropriate next steps	A/I	D
	Counselling/therapeutic skills	A/I	D
	Liaison qualities with external agencies	A/I	E
	Experience of working with parents/families	A/I	D
	Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person	A/I	E
	Be aware of and support difference and ensure all learners have equal access to opportunities to learn and develop	I	E
	Contribute to the overall ethos/work/aims of the school	A/I	E
	Participate in and use positive handling techniques when needed to deal with more challenging behaviour	A/I	E
	Ability to communicate effectively in a variety of situations	A/I/R	E

Personal Characteristics	Ability to form and maintain appropriate relationships with both adults and children	A/I/R	E
	High degree of motivation for working with children and young people	A/I/R	E
	Ability to empathise with children and young people	A/I/R	E
	Ability to work as part of a team	A/I/R	E
	Ability to self-motivate and work independently	A/I/R	E
	Calm, patient, helpful and pleasant manner	A/I	E
	Energetic and enthusiastic	A/I	E
	A good health and attendance record	A/I/R	E
	Resilient and able to give students a fresh start	A/I	E
	Conscientious	A/I	E
	Inventive, creative and divergent thinking	A/I	E
Special Requirements	Medical clearance		
	DBS clearance at an enhanced level		
	Compliance with the school's policies incl. Health & Safety policies		

* A – Application form; R – Reference; I – Interview; C – Certificates

Dinnington High School's mission is to help all students to "Achieve Excellence" via quality first teaching, responsive pastoral care and decisive leadership.

We welcome contact to discuss this post, as well as visits to our school.

Completed applications should be returned either by post to: HR, Dinnington High School, Doe Quarry Lane, Dinnington, Sheffield, S25 2NZ or by email to recruitment@dinningtonhigh.co.uk

The Learner Engagement and Achievement Partnership is committed to safeguarding and protecting the welfare of children, young people and vulnerable adults and expects all staff to share this commitment. This post involves working with children and therefore if successful you will be required to apply for a disclosure of criminal records check at an enhanced level. Further information about the disclosure of criminal records can be found at <https://www.gov.uk/disclosure-barring-service-check>.

We undertake to make any "reasonable adjustments" to a job or workplace to counteract any disadvantages a disabled person may face.

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