**Job PROFILE**

Inclusion Manager

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| Post Title: | **Inclusion Manager** |
| Place of Employment: | **Based at Aughton Junior Academy**  (Aston Community Education Trust - ACET) |
| Hours of work | **37 hours per week (Term time only)**  Term time including working 2 out of 5 INSET days each academic year as directed by the school, with availability to work any or all of the remaining 3 days at short notice should the need arise, and for which additional payment will be made. |
| Salary | **Band G** points 19-23 |

**Main Purpose and Responsibilities:**

Under the direction and guidance of the SENDCO and ACET Inclusion Lead, you will be responsible for supporting the personal development, behaviour and welfare of pupils through the efficient and effective deployment of resources across the academy.

The role will complement the professional work of Teachers by taking responsibility for agreed learning activities under the established system of supervision. This may involve the efficient and effective deployment of Teaching Assistants within the academy, and reviewing pupil provision on a regular basis.

The role will also include the leading of, and attendance at, a range of meetings with families and professionals to support our most vulnerable learners. These may include multi-agency meetings, CIN, TAF meetings and Safeguarding meetings for which you will prepare and complete relevant academy and SEND documentation.

You will plan, prepare and deliver differentiated learning activities for class / individuals / small groups, monitor pupils and assess, record, evaluate and report on achievement, progress and development, as well as provide undertake classroom cover for whole classes when required.

Organise and supervise lunchtime provision for vulnerable children with inclusion issues.

**Main Duties**

1. **Support for pupils**
   * Assess the needs of pupils and use detailed knowledge and specialist skills to support pupils’ learning
   * Establish productive working relationships with pupils, acting as a role model and setting high expectations
   * Promote the inclusion and acceptance of all pupils within the classroom
   * Support pupils consistently whilst recognising and responding to their individual needs
   * Encourage pupils to interact and work co-operatively with others and engage all pupils in activities.
   * Promote independence and employ strategies to recognise and reward achievement of self-reliance
   * Provide feedback to pupils in relation to progress and achievement.
2. **Support for the Teacher**
   * Organise and manage appropriate learning environments and resources
   * Within an agreed system of supervision, plan challenging learning and teaching objectives to evaluate and adjust lessons/work plans as appropriate
   * Monitor and evaluate pupils’ responses to learning activities through a range of assessments and monitoring strategies against pre-determined learning objectives
   * Provide objective and accurate feedback and reports to the Teacher, on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence
   * Record progress and achievement in lessons / activities systematically and provide evidence of range and level of progress and attainment.
   * Work within the established discipline policy to anticipate and manage behaviour constructively, promoting self-control and independence
   * Support the role of parents in pupils’ learning and contribute to / lead meetings with parents to provide constructive feedback on pupil progress / achievement, etc.
   * Produce lesson plans, worksheets, behaviour support plans, etc.
3. **Support for the Curriculum**
   * Deliver learning activities to pupils, within the agreed system of supervision, adjusting activities according to pupil responses / needs. On occasions this may mean that you may be required to undertake specified work with full classes.
   * Deliver local and national learning strategies and make effective use of opportunities provided by other learning activities to support the development of pupils’ skills
   * Use ICT effectively to support learning activities and develop pupils’ competence and independence in its use
   * Select and prepare resources necessary to lead learning activities, taking account of pupils’ interests, language and cultural backgrounds
   * Advise on the appropriate deployment and use of specialist aid / resources / equipment
4. **Support for the Academy**
   * 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 in accordance with the policy
   * Monitor and report on attendance daily with support from the Assistant inclusion manager. Manage attendance meetings, returns to the LA, reports for the Academy.
   * Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop
   * Contribute to the overall ethos / aim of the academy
   * Establish constructive relationships and communicate with other agencies / professionals, in liaison with the Teacher, to support achievement and progress of pupils
   * Take the initiative, as appropriate, to develop appropriate multi-agency approaches to supporting pupils
   * Recognise own strengths and areas of expertise and use these to achieve and support others
   * Deliver out of school learning activities within the guidelines established by the school
   * Contribute to the identification and execution of appropriate out of school learning activities, which consolidate and extend work carried out in class
   * Manage preparation of SEND documentation: grids for learning, SEND support plans, referrals eg CAHMS, EHC
5. **Line Management**

* Line manage Assistant Inclusion Managers and Teaching Assistants
* Undertake induction / appraisal / training and mentoring of Teaching Assistants

The role is based at Aughton Junior Academy however it may involve working at other academy locations within the trust.

*The post holder will be expected to work in a flexible manner undertaking any reasonable duties commensurate within the range and grade of the post, or indeed lesser duties as directed and whether detailed within this profile or not, but as required by the Academy. This is an outline job profile to indicate the general purpose and level of responsibility of the post. Duties may vary from time to time without changing the character of the post or general level of responsibility.*