**Inclusion Manager**

**Grade 5 - £19698 - £20903**

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| **Responsibilities**   * To be responsible for the running of one of the Inclusion Centres on a day-to-day basis. * To negotiate student reintegration, including support strategies, as appropriate. * To develop behaviour modification strategies. * Provide pastoral support to pupils within the school environment. * Receive and supervise pupils excluded from, or otherwise not working to, a normal timetable. * Participate in the comprehensive assessment of pupils to determine those in need of particular help. * In conjunction with the teacher with the development and implementation of Individual Education/Behaviour/Support/Mentoring plans. * Support provision for pupils with additional needs. * Develop 1:1 mentoring arrangements with pupils and provide support for distressed pupils. * Use specialist knowledge/experience to provide an appropriate support to pupils in relation to their individual needs (e.g. daily exercise programme). * Provide feedback to parents and teachers in relation to progress, achievement, behaviour, attendance etc. * Assist in the development and implementation of appropriate behaviour management strategies. * Establish constructive relationships with parents/carers, exchanging information, facilitating their support for their child’s attendance, access and learning and supporting home to school and community links. * Implement agreed learning activities/teaching programmes under direction of teacher, for one to one support in the inclusion room. * To be aware of and appreciate a range of activities, courses, organisations and individuals to provide support for pupils. * To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for pupils with support from teaching staff. * To support the overall progress and development of pupils. * To facilitate and encourage a learning experience which provides pupils with the opportunity to achieve their individual potential. * To support the behaviour team in promoting high standards of behaviour and support with pupils. * To share and support the school’s responsibility to provide and monitor opportunities for personal, spiritual and academic growth.   **Support for pupils**   * Supervise the completion of work that has been set by teaching staff. * 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. * Work under the direction of the behaviour team in promoting high standards of behaviour with pupils in the inclusion room.   **Support for teacher**   * Provide feedback to pupils in relation to progress and achievement. * Dealing with any immediate problems or emergencies according to the schools policies and procedures. * Collecting any completed work after the lesson and returning it to the appropriate teacher. * Managing behaviour of pupils whilst they are undertaking this work to ensure a constructive environment, according to the school’s behaviour policy. * Reporting back as appropriate using the schools agreed referral procedures on the behaviour of pupils during the class and any issues arising. * Completing tracking sheets and information on pupil attendance and rewards.   **Staff development**   * To take part in staff development programmes by participating in arrangements for further training and professional development. * To continue personal development in the relevant areas including subject knowledge and teaching methods. * To work as a member of the wider staff team and to contribute positively to maintain effective working relations   **Quality assurance**   * To help to implement school quality procedures and to adhere to those. * To seek/implement CPD where required.   **Communications**   * To communicate effectively with the parents of pupils as appropriate. * To co‐operate and communicate with other teaching and support staff. * Where appropriate, to communicate and co‐operate with outside agencies. * To follow agreed policies for communications in the school.   **Pastoral system**   * To promote the general progress and well‐being of individual pupils and of   the teaching as a whole.   * To evaluate and monitor the progress of pupils and keep up‐to date student records as may be required. * To alert the appropriate staff to problems experienced by pupils and to make recommendations as to how these may be resolved. * To apply the Behaviour Policy so that effective learning can take place.   **ADDITIONAL DUTIES**   * To play a full part in the life of the school’s community, to support its vision and ethos and to be a good role model for all pupils, under the direction of SLT.   **Person Specification**   |  |  | | --- | --- | |  | **Measured by** | | **Experience**   * Experience of working to support children’s learning gained in a relevant environment. * Experience of working with pupils demonstrating challenging behaviours. | A | | **Qualifications/Training**   * Very good numeracy/literacy skills equivalent to GCSE grade C and above | A/I | | **Knowledge/Skills**   * Ability to work constructively as part of a team, understanding school roles and responsibilities and your own position within these. * Able to apply effective management behaviour tools. * Ability to relate well to children and adults. * An understanding of curriculum matters and to be able to contribute effectively to curriculum development, planning evaluation and implementation. * Ability to plan effective actions for pupils at risk of underachieving and exclusions * Effective use of ICT to support learning. * Well-developed interpersonal skills to be able to relate well to a wide range of people. * Work constructively as part of a team whilst being able to demonstrate initiative. * Good communication skills. | A/I | | **Behavioural Attributes**   * Has a friendly yet professional and respectful approach which demonstrates support and shows mutual respect. * Open, honest and an active listener * Takes responsibility and accountability * Committed to the needs of the pupils, parents and teachers and challenge barriers and blocks to providing an effective service. * Demonstrates a “can do” attitude including suggesting solutions, participating, trusting and encouraging others and achieving expectations * Is committed to the provision and improvement of quality service | A/I | | |
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**Unqualified Teacher / Internal Cover / Behaviour Support**

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| **Level 3 Criteria** |  |
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