**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**

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|  | **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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