**Job Description**

**Post Title: Inclusion Manager**

**Location: Derby Moor Spencer Academy**

**Salary/Pay Range: NJC24 – NJC28 (£29,473 - £32,708 actual salary per annum)**

**Hours of work: 37 hours per week, 40 weeks per year (Term Time plus one week)**

**Monday – Thursday 8.30am – 4.30pm (exclusive of 30 minute lunch break) & Friday 8.30am – 4.00pm**

**Reporting to: Assistant Principal – Director of Inclusion via MAT Manager**

**Purpose of Role**

To maintain strategic and operational oversight of the schools alternative provision. Line manage a team of behaviour mentors and contribute to the wider Multi Agency Teams Early Help offer and Internal resource allocation.

An Inclusion Manager should also attend the following meetings:

• All whole school staff meetings.

• Faculty Team Meetings and any other Faculty meetings as appropriate.

• New Staff Induction and additional training thereafter as required.

• Internal Resource Allocation Panel

• Children and Young People Network Meetings

• Inclusion Leader Network Meetings

**Main Duties and Responsibilities**

**Inclusion**

* To develop and maintain a database of interventions and their impact.
* To liaise with the A SENCO within the organisation along with other behaviour support facilities and staff in the school e.g. pastoral team, teaching assistants for SEMH etc.
* To ensure that all staff working within Inclusion work to agreed standards to support students effectively.
* Line management of the behaviour mentors
* To support Assistant Principal to prepare and review regularly the school’s inclusion policy ensuring aims and objectives are in line with the general aims of the school and DfE directives.
* To contribute to a programme of staff development for inclusion staff, ensuring that suitable INSET takes place.
* To support the Assistant Principal in preparing a termly and annual report on Inclusion to SLT and Governors.
* To organise systems for behaviour improvement in the unstructured time of the school day by arranging activities, organising supervisors, etc. so as to ensure that students feel safe and that an orderly environment is maintained throughout the school day when arriving and leaving.
* To remain up to date with current statutory guidance and good practice.
* To co-ordinate provision for excluded students including First Day Provision and communicating with parents and staff.

**THRIVE**

* To provide operational leadership of The schools alternative provision, Thrive.
* To deliver the THRIVE program.
* To manage a timetable of teaching for students in the thrive provision to include structured lesson time as well as workshops and allocated time for support with students around SEMH needs, as well as careers guidance, coping with exams and post 16 options.
* To assist in the identification of students for whom THRIVE would be of benefit.
* To use school behaviour policy to ensure appropriate learning behaviour of students within THRIVE unit.
* To support the Assistant Principal in monitoring qualifications for students on THRIVE program to ensure access to academic qualifications which meets DfE requirements continue.
* To support Assistant Principal with the co-ordination of assessments and supports in THRIVE.
* To contribute to the strategic vision and development of the THRIVE approach within Alternative Provision and the wider school.
* To support students through a transitional placement in thrive with a structured reintegration plan back into main school
* Work in partnership with other alternative provisions in the city to manage behaviour and reduce exclusions
* To work in partnership with external organisations and agencies to meet students SEMH needs

**Off-site provision**

* To monitor attendance of students at offsite provision.
* To support, organise and monitor with the Assistant Principal in contributing to the QA of alternative provision
* To support the Assistant Principal with regular review meetings and reports of dual registered students accessing off site full or part time AP

**Other**

* To liaise with the SENCo, Year Managers and Designated Safeguarding Lead where appropriate.
* To maintain all relevant records and complete all relevant filing.
* Be accountable for Risk Assessment and paperwork for offsite Alternative Provision, inclusion and Thrive visits.
* To be part of the cover / buddy rota for First Aid provision (training will be provided) in the absence of the Primary First Aider.

**Personal and Professional Conduct**

An Inclusion Manager is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout their career.

* Inclusion Managers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
* Uphold the school’s value on inclusivity
* treating students with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teaching assistant’s professional position.
* having regard for the need to safeguard students’ well-being, in accordance with statutory provisions.
* showing tolerance of and respect for the rights of others.
* not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.
* ensuring that personal beliefs are not expressed in ways which exploit students’ vulnerability or might lead them to break the law.
* developing areas of expertise and ensuring knowledge is up to date on best practice
* An Inclusion Manager must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
* An Inclusion Manager must have an understanding of, and always act within, statutory frameworks.

It is the duty of members of the Inclusion Team to promote the general progress and well-being of individual students and any group of students, including:

* To provide guidance and advice to students on educational and social matters and on their further education and future careers, including information about sources of more expert advice on specific questions; making relevant records and reports.
* To make records and reports on the personal and social needs of students.
* To communicate and consult with the parents of students.
* To communicate and co-operate with persons or bodies outside the school.
* To participate in meetings arranged for any of the purposes described above.
* To attend assemblies, to register the attendance of students and to supervise students when required.

**General**

* Ensure that you act according to the principles of best practice, and in accordance with the requirements of the Keeping Children Safe in Education guidance, as issued by the Department for Education.
* All non-teaching staff will work on INSET Days.
* Holiday leave will be in line with the policy for non-teaching staff i.e. for this role Annual Leave cannot be taken during term time.
* Work in a professional manner and with integrity and maintain confidentiality of records and information.
* Maintain up to date knowledge in line with national changes and legislation as appropriate to the role.
* Adhere to all internal and external deadlines.
* Be aware of and comply with all Academy policies including in particular Health and Safety and Safeguarding.
* Participate in arrangements agreed at Derby Moor Spencer Academy for the appraisal of his/her performance and the development identified.
* To support students in school and public examinations and tests as required
* Contribute to the overall aims and ethos of the Spencer Academies Trust and establish constructive relationships with nominated Academies and other agencies as appropriate to the role.
* All job descriptions are subject to change as the needs of the academy changes.
* These above-mentioned duties are neither exclusive nor exhaustive, the post- holder maybe required to carry out other duties as required by the Trust.

**Additional Information**

**The Spencer Academies Trust is committed to safeguarding and promoting the welfare of all our students and expects all employees and volunteers to share this commitment. All posts are subject to enhanced DBS checks and completion of Level 2 safeguarding training.**

Name of Postholder:

Signature:

Date:

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| **Person Specification – Inclusion Manager** | **Essential** | **Desirable** |
| Experience of team leadership and management in an education setting related to alternative provision | X |  |
| Degree or other relevant professional qualification in a relevant to the role of Inclusion manager | X |  |
| Further training or qualification in working with young people/families/Community |  | X |
| Experience of working with children and young people in an educational setting. | X |  |
| Experience of managing a team to support young people with complex SEMH and or behavioural difficulties | X |  |
| Experience of working together to effectively safeguard children and young people within in education.  | X |  |
| Experience in using data analysis to evaluate the impact of inclusion strategies and drive continuous improvement | X |  |
| Experience of working with parents/carers and families | X |  |
| An awareness of the range of needs of people from diverse ethnic, cultural and social backgrounds | X |  |
| Ability to collaborate with teachers, parents, and external agencies to ensure a coordinated and holistic approach to inclusion | X |  |
| Ability to work flexibly in responding to the needs of young people, families or the school as they emerge | X |  |
| Thorough understanding of safeguarding policies and procedures, with a commitment to ensuring the safety and well-being of all students | X |  |
| Excellent communication skills and the ability to handle confidential issues sensitively | X |  |
| Experience of working with young people with a range of complex social, emotional and mental health needs as well as those with Special Educational Needs.  | X |  |
| The ability and confidence to establish professional and positive relationships with young people and motivate them to participate in activities and events in and out of the school environment | X  |  |
| working understanding of safeguarding children and young people and how to maintain appropriate professional boundaries | X |  |
| Able to demonstrate a flexible approach to work | X |  |
| Able to interact effectively with staff, parents, students and outside agencies | X |  |
| Organised, flexible, calm under pressure and reliable  | X |  |
| Demonstrated commitment to ongoing professional development in the field of inclusion |  | X |
| Ability to work both on own initiative or in a team environment | X |  |
| Committed to working co-operatively with colleagues and other professionals | X |  |
| Willing to undertake further training | X |  |
| Experience of organising and facilitating meetings and discussions with other professionals, young people, families and other significant people.  | X |  |