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| **HAYBROOK COLLEGE TRUST**  **JOB DESCRIPTION: Inclusion Manager** | |
| **Responsible to:** | Head of Millside School |
| **Main purpose of the job :** | |
| * To carry out the duties of this post in line with the remit outlined in the current Haybrook College documentation, including contractual obligations. * To work with the Head of Millside School to provide vision and strategic leadership which inspires and motivates students, staff and all other members of the school community. | |
| **Responsibilities:** | |
| Under the direction of the Head of Millside School, the Inclusion Manager will:   1. Be part of the Millside senior leadership team. 2. Have and promote a clear understanding of the vision, aim and ethos of Millside School and have an awareness of their role in the wider educational offer in Slough. 3. Play a key role in ensuring that Millside School continues to strive for sustained school improvement which will improve the life chances of Millside pupils as a whole. 4. Work with the Head and Deputy Head of Millside School to ensure that the school is a disciplined, well-ordered environment where learning can take place. 5. Work with the Head and Deputy Head of Millside School to promote a professional working ethos which serves to raise professional standards for all staff and raise outcomes for all pupils.   **Specific Duties**  To work closely with the Head of Millside School on:   1. Key areas of school evaluation and to contribute to the creation and evaluation of the Millside School Development Plan. 2. Ensuring effective communication with external agencies and parents. 3. Coordinating attendance data and subsequent interventions 4. Monitoring and intervention on EBSA / ERSA cases 5. Lead on the maintenance and development of the behaviour strategy across the school 6. Oversee the expectations and behaviour of pupils so that pupils are in lessons, on time, and ready to learn. 7. Oversee the use of behaviour rewards and sanctions.   **Additional Duties – 2025/26**  (These may change from year to year).   1. Line manage a number of staff at MIllside School to ensure that the school continues to set aspirational targets for students which ensures high standards of behaviour, academic progress and personal development. 2. To line manage allocated staff with regards to interventions and analysis of their impact on pupils’ behaviour, academic progress and personal development. 3. Organise and deliver interventions to small groups or individuals.   **General duties**   1. Be aware of and respect all children’s religious beliefs and cultures. 2. Maintain confidentiality and professional conduct at all times. 3. Support, promote and comply with decisions and policies agreed by the College Leadership Team, and the Board of Trustees. 4. Support the Head of Millside School to formulate the Millside School Development Plan and associated policies. 5. Actively organise and participate in activities connected with Millside School. 6. Develop effective professional working relationships with colleagues, and always maintain appropriate professional boundaries in relationships with children and work colleagues. 7. Develop own professional knowledge, skills and understanding through active participation at meetings and training. | |
| **Safeguarding Children** | |
| In accordance with the Trust’s commitment to follow and adhere to the Department for Education’s guidance entitled "Keeping Children Safe in Education" and “Working Together to Safeguard Children”. and all other relevant guidance and legislation in respect of safeguarding children, you are required to demonstrate your commitment to promoting and safeguarding the welfare of children and young people in the Trust. All staff are required to maintain appropriate professional boundaries in relationships with children and with all members of the school community and outside agencies, and exercise sound professional judgment which always focuses upon the best interests of the students and the Trust.  You are required to have satisfactory Enhanced DBS clearance with barred list information. Your role requires you to observe and maintain appropriate professional boundaries at all times and avoid behaviour that might be misinterpreted by others. You must understand and carry out your duties in accordance with the responsibilities of being in a position of trust and despatch your duty of care appropriately at all times. You will be expected to present a consistently positive image of the school and uphold public trust and confidence at all times. | |
| **Confidentiality** | |
| During the course of your employment you may see, hear or have access to, information on matters of a confidential nature relating to the work of Haybrook College Trust, or to the health and personal affairs of pupils and staff. Under no circumstances should such information be divulged or passed on to any unauthorised person or organisation and you will be required to know when or what information can be shared and in what circumstances it is appropriate to do so. | |
| **Data Protection** | |
| During the course of your employment you will have access to data and personal information that must be processed in accordance with the terms and conditions of the GDPR and the Data Protection Act 2018 and are properly applied to pupil, staff and Trust business/information. | |
| **Freedom of Information** | |
| The post holder must be aware that the public could, in theory, request any information held by the Trust, including emails and minutes of meetings. It is therefore essential that records are accurately recorded and maintained in accordance with the Trust's policies and procedures. | |
| **Smoking / Intoxicants Policy** | |
| No smoking or intoxicants are permitted in any part of the premises or grounds managed, leased or owned by Haybrook College Trust. No smoking or intoxicants are permitted in any Trust vehicles or in any vehicle parked on any Trust premises. Smoking of any product and the consumption of alcohol are strictly forbidden. | |

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| **HAYBROOK COLLEGE TRUST** | | | | | | |
| PERSON SPECIFICATION | | **Inclusion Manager** | | | | |
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| Key | E= (Essential) D= (Desirable) A= (Application Form) I= (Interview process) | | | | | |
| Qualifications | | | E | D | A | I |
| 1 | Qualified Teacher status | |  | ✓ | ✓ | ✓ |
| 2 | Additional SEN qualification | |  | ✓ | ✓ |  |
| 3 | Current driving licence | | ✓ |  | ✓ |  |
| Successful and Substantial Experience of: | | | E | D | A | I |
| 4 | Managing the learning of pupils with challenging behaviour working in either a special school or in a mainstream setting | | ✓ |  | ✓ | ✓ |
| 5 | Working as part of a Leadership Team for at least 2 years | |  | ✓ | ✓ | ✓ |
| 6 | Challenging underperformance at all levels and ensure effective corrective action and follow up | | ✓ |  | ✓ |  |
| 7 | Working collaboratively with a range of schools in a locality | |  | ✓ | ✓ | ✓ |
| 8 | Working effectively in partnership with parents, carers and outside agencies | | ✓ |  | ✓ | ✓ |
| 9 | Leading and managing strategic change within a school setting | |  | ✓ | ✓ | ✓ |
| Knowledge and Understanding  Able to evidence and apply up to date secure knowledge and understanding of: | | | E | D | A | I |
| 10 | Recent education and SEND developments, initiatives, legislation and how they may impact on Millside School | | ✓ |  | ✓ |  |
| 11 | School evaluation and school development planning to secure effective teaching and learning and raising standards | |  | ✓ | ✓ |  |
| 12 | A range of effective teaching methods and strategies with students with challenging behaviour | |  | ✓ | ✓ |  |
| 13 | Have a range of strategies to improve attendance including the experience of working with partner agencies | | ✓ |  | ✓ | ✓ |
| 14 | Have a working knowledge of Arbor MIS and its attendance applications | |  | ✓ | ✓ |  |

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| Skills | | E | D | A | I |
| 15 | Working on own initiative and prioritising workload, anticipating and meeting deadlines around Millside School priorities and timescales and to manage a complex workload | ✓ |  | ✓ | ✓ |
| 16 | Working closely with the Head of Millside School to lead on the strategic direction and development of the school | ✓ |  | ✓ |  |
| 17 | Communicating clearly, calmly and professionally in the English language, both verbally and in writing with all children or adults | ✓ |  | ✓ | ✓ |
| 18 | Dealing with a variety of challenging clients in a calm and professional manner and to successfully build constructive relationships with colleagues, parents, other educational establishments and external agencies | ✓ |  | ✓ | ✓ |
| 19 | Presenting information and contributing effectively at meetings | ✓ |  | ✓ |  |
| 20 | Demonstrating enthusiasm, initiative and commitment to ensure that good practice is embedded across Millside School. | ✓ |  | ✓ | ✓ |
| Leadership and Management Skills | | E | D | A | I |
| 21 | Able to efficiently lead, manage and motivate a team including organisation and supervision of day to day work and performance management and be skilled at relationship management | ✓ |  | ✓ |  |
| 22 | Ability to analyse and interpret data in order to inform school improvement | ✓ |  | ✓ |  |
| 23 | Understanding of budget/financial management within a special school setting. |  | ✓ | ✓ |  |
| 24 | Able to respond to a wide range of complex queries and use high-level decision-making skills and able to solve problems analytically | ✓ |  | ✓ |  |
| Personal Attributes  Able to consistently demonstrate evidence of: | | E | D | A | I |
| 25 | Consistently demonstrating the behaviours expected by virtue of being a person in a position of trust | ✓ |  | ✓ | ✓ |
| 26 | To be able to show resilience and be able to maintain a sense of humour and proportion within a challenging environment | ✓ |  |  | ✓ |
| 27 | Reliability and integrity | ✓ |  |  | ✓ |
| 28 | Being committed to maintaining a healthy work life balance for oneself and that of others | ✓ |  |  | ✓ |
| 29 | A genuine concern to secure the educational progress of pupils irrespective of their ability, or ethnic, cultural or social background | ✓ |  | ✓ |  |
| 30 | Being suitable to work with children and able to always maintain appropriate professional boundaries between oneself and children and other work colleagues | ✓ |  | ✓ | ✓ |