

## Job Description

<b>Post Title:</b>	<b>Inclusion Manager [Code 813]</b>
<b>Scale:</b>	8
<b>Hours:</b>	37 hours per week / 52.14 weeks per year
<b>Base:</b>	Helston Community College
<b>Responsible to:</b>	Senior Assistant Headteacher
<b>Direct Supervisory Responsibility for:</b>	Pastoral Support Assistants
<b>Indirect Supervisory Responsibility for:</b>	None
<b>Important Functional Relationships: Internal/External</b>	<p><b>Internal:</b> Headteacher, Deputy and Assistant Heads, Heads of Faculty, Directors of Key Stage. Teaching and Support Staff, staff with cross-College responsibilities, students</p> <p><b>External:</b> LA Representatives, parents and carers, external agencies, Governors, visitors</p>

<b>Main Purpose of the Post:</b>
<ol style="list-style-type: none"> <li>I. The post holder will work alongside the Senior Leadership Team to support and promote an inclusive culture throughout the school, enabling all children to achieve their best, overcoming barriers to learning and participation.</li> <li>II. The post holder will lead a team of Pastoral Support Assistants and provide specific support to staff, students and their families, by coordinating, planning and implementing an integrated, appropriate and therapeutic programme of interventions by liaising with colleagues, parents/carers and external agencies.</li> <li>III. The post holder will coordinate and quality assure preventative work for students who are experiencing Social, Emotional and Mental Health difficulties within College</li> <li>IV. The post holder will act as the instigator and liaison with specialist external support agencies.</li> </ol>

<b>Main Duties and Responsibilities:</b>
<p><b>Leadership of others</b></p> <ol style="list-style-type: none"> <li>1. Hold fortnightly group or 1:1 line management meetings, as appropriate.</li> <li>2. Provide support, advice and guidance to the PSAs.</li> <li>3. Conduct the appraisal reviews of those that the post holder line manages.</li> <li>4. Ensure that all staff allocated as a key worker/trusted adult for vulnerable students are maintaining regular contact with their students [and parent/carer, if needed].</li> <li>5. Work with the SENCo to develop and promote a triage system that enables earlier intervention involving staff from the wider pastoral structure.</li> <li>6. Using own expertise to provide support and guidance to others in the wider pastoral structure of the College so that they are more confident and able to manage safeguarding issues, such as making referrals or facilitating a TAC or TAF meeting.</li> </ol> <p><b>Barriers to Learning</b></p> <ol style="list-style-type: none"> <li>7. Have a caseload of students of the more complex cases requiring multi-agency working to coordinate all the support for these students, such as liaising with parents/carers, external support, the SEND team, the student's Director of Key Stage, teachers, Attendance team and others.</li> <li>8. Regular in-school check-ins with student caseload and leading on any restorative conferences required</li> </ol>

for these students.

9. Providing some family support work e.g holding Team around the Family (TAF) meetings with parents/carers and professionals, conducting home visits as needed (such as with students who are school refusing or with extreme levels of anxiety).
10. Strategic oversight of the Vulnerable Student Register at KS3 and KS4.
11. Coordinate and work in partnership with key staff to identify individual students and groups of students for whom SEMH issues create a barrier to their attendance, engagement and progress within the learning environment.
12. Support the SENCo and DSL to manage systems for identifying, assessing and reviewing SEMH needs and maintain an up-to-date provision map.
13. Support the SENCo to coordinate and chair Inclusion Forums for each year group.
14. Support the running of the RTL Room in accordance with rotas.

#### **Multi-Agency working**

15. Maintain up to date and accurate knowledge of, and good links with, a range of external agencies who provide support to young people and their families to be able to effectively identify and refer students and their families for appropriate and timely support.
16. Where external agency support is in place for a student on the postholder's caseload, liaise and work effectively within a multi-agency framework to support the students and their families to address any barriers to their learning.
17. Liaise with the school's Attendance Officer in identifying vulnerable students with poor attendance e.g. Children Missing in Education.

#### **Recording, Monitoring and Evaluating Support**

18. Establish and maintain structures and processes for the effective monitoring of support services for identified students.
19. Evaluate the provision and support services accessed by SEMH students.
20. Line manage and be responsible for the Appraisal Process of the PSAs.
21. Support professional development opportunities for staff.

#### **General Safeguarding**

22. Complete MARU referrals, when requested.
23. Maintain current and accurate safeguarding records e.g. through MyConcern
24. Attend social care and linked support meetings.

#### **Mental Health and Student Wellbeing**

25. In partnership with the SENCo and Mental Health Lead, identify students whose persistent mental health difficulties mean they need special educational provision for SEMH.
26. Work with the Senior Leadership Team to identify factors that put children at risk of poor mental health, and factors that make children more resilient and promote resilience. Plan whole-College work around this.
27. Manage and quality assure the interventions delivered by the PSAs or any external providers: larger group workshops, smaller targeted groups and 1:1 interventions.
28. Work closely with other professionals to have a range of support services that can be put in place depending on the identified needs, using or commissioning other voluntary and community sector organisations.
29. Make direct school referrals to CAMHs where needed.

#### **Transition**

30. Liaise and visit feeder primary schools, secondary schools or colleges for the effective transition of vulnerable students to/from school e.g. Year 6 transitions or end of KS4 transition.
31. Support the Directors of Key Stage with Managed Moves for vulnerable students.
32. Support students moving into Alternative Learning Provisions
33. To represent the College on the 'Pupil Placement Partnership'.

**Additional**

34. Maintain a positive and orderly environment in the team.
35. Be responsible for the wellbeing and safety of students and support the College's Behaviour Management Policy.
36. Carry out supervisory duties in accordance with published rotas.
37. Undertake such other duties as from time to time be reasonably assigned by the Headteacher.
38. To carry out administrative tasks associated with all of the above duties.
39. To attend staff meetings, school-based INSET and specialist training as required.

**General / Other**

1. To be aware of and work in accordance with Safeguarding and Child Protection policies and procedures in order to promote the welfare of children and to raise any concerns relating to such procedures which may be noted during the course of duty.
2. To maintain confidentiality of information acquired in the course of undertaking duties.
3. To be responsible for your own continuing self-development, undertaking training as appropriate.
4. To play a full part in the life of the Trust community, to support its ethos and promote its co-operative values and ethical principles.
5. Although the role is primarily with the appointing school, staff may be deployed, within reason and subject to discussion, in any setting across the Trust.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

Staff will be expected to comply with any reasonable request to undertake work of a similar level that is not specified in this job description.

The Trust will endeavour to make any necessary, reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

This job description is current at the date shown but, in consultation with you, may be changed by the Trust to reflect or anticipate changes in the job commensurate with the scale and job title.

Job Description prepared by: Southerly Point Co-operative Multi-Academy Trust  
Date: July 2020

## **Person Specification**

Job Title: Inclusion Manager [Code 813]

Person specification prepared by: Southerly Point Co-operative Multi-Academy Trust

Date: July 2020

<b>Person Specification</b>	<b>Essential</b>	<b>Desirable</b>	<b>How Identified</b>
<b>Relevant experience</b>	<ol style="list-style-type: none"> <li>1. Knowledge of the secondary education system</li> <li>2. The ability to identify potential barriers to learning and to plan strategies to overcome these barriers</li> <li>3. The ability to set targets for development as part of the learning action planning process and to devise, implement and evaluate individual student action plans</li> <li>4. Leading a team</li> <li>5. A proven track record working with young people over a period of up to 5 years, including supervisory experience 3 years in one of a range of fields, including teaching, youth work, education welfare service, health, social services</li> <li>6. An understanding of issues related to the disadvantaged sections of the community.</li> </ol>	<ol style="list-style-type: none"> <li>A. Experience of working with families</li> <li>B. Experience of working in the Education, Health and Social Care sectors</li> </ol>	Application form Interview
<b>Education &amp; Training</b>	<ol style="list-style-type: none"> <li>7. Competency in terms of qualifications or life skills equivalent to at least Graduate level</li> </ol>	<ol style="list-style-type: none"> <li>C. Graduate</li> </ol>	Application form Interview
<b>Knowledge &amp; Skills</b>	<ol style="list-style-type: none"> <li>8. Ability to engage constructively with, and relate to, a wide range of young people and their families/carers.</li> <li>9. Ability to plan, coordinate, monitor and review effectiveness of support services provided as part of the management process and the</li> </ol>	<ol style="list-style-type: none"> <li>D. Ability to work effectively and network with a wide range of support services in order to build detailed knowledge of the specialist support services available</li> </ol>	Application form Interview

	<p>knowledge of how to make referrals where appropriate to outside agencies.</p> <p>10. Good communication skills, both written and spoken</p> <p>11. Good interpersonal skills and ability to work successfully as part of a team, and independently</p> <p>12. Competent ICT skills</p> <p>13. Willingness to update knowledge / attend regular training as the need arises</p>		
<b>Any Additional Factors</b>	<p>14. Able to prioritise between different demands and to work to deadlines</p> <p>15. Ability to liaise and communicate effectively / appropriately with teaching staff, senior leaders and external agencies</p> <p>16. Demonstrate a commitment to:</p> <ul style="list-style-type: none"> <li>○ Co-operative Values;</li> <li>○ Promoting the school and Trust's vision and ethos;</li> <li>○ Ongoing relevant professional self-development;</li> <li>○ Safeguarding and child protection.</li> </ul>		<p>Application form</p> <p>Interview</p>

Self Help    Self Responsibility    Equity    Equality    Democracy  
 Solidarity    Social Responsibility    Honesty    Openness    Caring for Others