



IMBERHORNE SCHOOL

Inclusion Manager

Salary: Grade 9/25

Hours: 37 hours a week, term time only

Accountable to: Headteacher/Deputy Headteacher/Assistant Headteacher

Post Responsible for:

This role is intended to support the highest standards of behaviour amongst students at Imberhorne School by:

- identifying and supporting 'disaffected' students creating alternative provision, individualised as appropriate, which will allow individual students to make progress and break down barriers to learning
- co-ordinating and delivering learning activities to individuals/groups, liaising with colleagues to support in/out of the usual classes and linking with external agencies to ensure provision is effective for the individual
- organise and manage an Alternative Provision "unit" known as The Bridge, for students who are unable to access the usual curriculum, but who require additional support in preparing them for a successful future

Strategic direction and development

- To provide strategic vision for leading alternative provision and behaviour support that helps meet school priorities and supports the values of the school, sharing and communicating the vision with enthusiasm for improvement and change.
- To display a developing professional knowledge base, keeping up to date with national developments and requirements with regards to all aspects of alternative provision, behaviour management and student welfare and well-being.
- To support, facilitate and monitor the progress, welfare and personal development of students in the school.

Support for students

- Assess the needs of students and use detailed knowledge and specialist skills to support students' learning.

- Establish productive working relationships with students, acting as a role model and setting high expectations.
- Support the students and maintain optimal "mainstream" curriculum on an individual level.
- If students are unable to access the school curriculum, suitable alternative provision is made available in/out of school.
- Where appropriate, provide support for identified students in lessons.
- Create an environment that students want to be part of.
- Maintain school standards and expectations, whilst responding to individual needs.
- Prepare students for life beyond school and each individual's future.
- Promote independence and self-reliance in each individual.
- Co-ordinate and lead the supervision of students placed in The Bridge for 'short stays'.
- Record and provide feedback to students in relation to progress (to include PSP, Individual reports).
- Ensure parents/carers are an integral part of the support required for success for each of these students.
- Reward students who reach individual goals and targets.

Supporting and leading staff

- To lead and co-ordinate the work of other staff assigned to the Bridge.
- Liaise with teaching staff regarding individual support required by students.
- Prepare intervention, deliver, monitor and review its impact.
- Provide training and CPD opportunities for staff.
- Provide accurate assessments on each individual (receiving support).
- Liaise with staff to ensure effective support and strategies are utilised in lessons.



Wider School Role

- Comply with and assist with the development of policies and procedures relating to behaviour management, child protection, health, safety and security, confidentiality and data protection, reporting concerns to an appropriate person.
- Be aware of and support difference and ensure all students have equal access to opportunities to learn and develop.
- Communicate and work collaboratively with all school staff to ensure student progress is maximised.
- Be able to track, monitor and analyse student data in order to show impact.
- To prepare and present reports for SLT and other members of staff.
- Contribute to the overall ethos/work/aims of the school.
- Establish constructive relationships and communicate with other agencies/professionals to support achievement and progress of students.
- Take the initiative as appropriate to develop appropriate multi-agency approaches to supporting students.
- Recognise own strengths and areas of specialist expertise and use these to lead, advise and support others.
- Deliver out of school learning activities within guidelines established by the school.
- Contribute to the identification and execution of appropriate out of school learning activities which consolidate and extend work carried out in class.

This document, whilst not exhaustive, provides details of the sorts of day-to-day activities we would expect the Inclusion Manager to be engaged in.

The Identification of Concerns and Issues through:

- Observing individuals in the classroom (using a range of different strategies ie fixed interval sampling etc) and having 1:1 discussion with such individuals (how do you feel in lessons, tell me about your aspirations etc)
- Intermittent 'sweeps' across subjects (meeting with L of L – who are you concerned about at present etc?)
- Referrals through pastoral teams/school processes

A staged approach for supporting behaviour to include:

- Mentoring support for some individuals
- Small group work (linked to subject sweeps – potentially withdrawing a small number of individuals from a subject for a fixed period to be taught as a small group)
- Drop an option (KS4) – sometimes offering alternative qualifications such as first aid, food hygiene as well as alternative experiences such as mock interviews, college visits etc
- Withdrawal from some/all subjects for a fixed period of time (days – weeks) depending on context and circumstances. Longer term withdrawals tend to be for students at risk of PEX. A period spent in the Bridge would usually be followed by a staged re-introduction to lessons, often supported by a member of the inclusion team

Regular information sharing and dialogue through effective communication with:

- Pastoral teams
- Leaders of Learning
- SLT

Develop the knowledge and expertise to be able to teach/actively support learning in the core subjects.

