



**St Ralph
Sherwin**
Catholic Multi Academy Trust



St. Thomas More
CATHOLIC VOLUNTARY ACADEMY



Inclusion Manager

Start Date: ASAP

Salary: SRS CMAT Band 4

Line-manager: Assistant Headteacher

The St Thomas More Mission:

We the St Thomas More family, 'aspire not to have more but be more'.

We aspire not to have the world but be more for the world.

#BeMore

Welcome

I am delighted to welcome you to St Thomas More Catholic Voluntary Academy.

We think that STM is a special place where every child is seen as an individual, and where nurturing the gifts and talents of our children is central to our mission. Our motto of 'aspire not to have more but to be more' summarises our ambition for our young people to #BeMore.

We achieve this by offering the highest quality of education possible, which includes a broad range of experiences aimed at developing the whole child and enabling all to grow in their faith in a safe and happy environment.

Our academic achievements and the standards of our pastoral care are excellent. We are very proud of the academic progress our students make and we are also very proud of the personal growth that they achieve during their time at St Thomas More.



If you choose to join the St Thomas More family, you will be joining a school which strives for excellence through our strong Catholic faith, our commitment to high standards of achievement, our high expectations of behaviour and respect for all, and a belief in developing a love of learning and healthy living.



Mr D Redfern
Headteacher

About this post



The Post

We are looking for a passionate, enthusiastic individual who has a passion for supporting young people to succeed and the skills to lead our newly created Inclusion Centre – The Bosco Centre. The successful candidate will work as part of a thriving team to challenge the ambitions of our students, making a real difference to our school and the community we serve.

The Role

This role involves working with the SENDCo and the Assistant Headteacher for Behaviour, Safety and Welfare to oversee and lead the Bosco Centre, ensuring that quality teaching and learning is taking place. The role also involves planning, delivering, assisting teaching and learning, providing pastoral support along with the Pastoral Managers and other associated activities for students with challenging behaviours and/or SEND needs who are at risk of suspension or permanent exclusion. Other challenges may include emotional or social difficulties, persistent absence and/or poor self-esteem.

#BeMore

*‘Aspire not to have more
but to be more’*

Saint Oscar Romero

St Ralph Sherwin Catholic Multi-Academy Trust

Job Description

Inclusion Manager

St Thomas More Catholic Voluntary Academy is committed to creating a diverse workforce. We'll consider all qualified applicants for employment without regard to sex, race, religion, belief, sexual orientation, gender reassignment, pregnancy, maternity, age, disability, marriage or civil partnership.

Reporting to:	Assistant Headteacher
Responsible for:	Supporting pupils with additional needs
Liaising with:	Assistant Headteacher, Student and Family Support Worker, Pastoral Staff, SENDCo
Grade/Salary:	SRSCMAT Band 4
Contract Type:	Permanent (Term Time Only)
Hours:	37 hours per week
Location:	St Thomas More Catholic Voluntary Academy

Person Specification

	Essential Criteria	Desirable Criteria
Education & Qualifications	<ul style="list-style-type: none"> • A Good Honours Degree • Higher Level Teaching Assistant standards or equivalent qualification/experience. 	<ul style="list-style-type: none"> • Qualified teacher status • Post-graduate qualification e.g. MA, PhD or EdD <ul style="list-style-type: none"> • ELSA qualification • First Aid training or willing to undertake training • Counselling accreditation • Other therapy work
Experience	<ul style="list-style-type: none"> • Experience working in a school environment or other educational setting • Experience working with children / young people with additional needs (e.g. SEND, behavioural, mental health) • Experience supporting and working with parents of young people with additional needs • Experience planning and delivering targeted interventions • Experience working with colleagues and external stakeholders (e.g. from external agencies) • Excellent knowledge and understanding of how to motivate students who display challenging behaviour. • Knowledge of the National Curriculum • Good knowledge of pedagogy, how disaffected students learn and teaching styles. • Experience of how to meet SEND needs of students who have ADHD/ Autistic tendencies. 	



<p>Professional Knowledge and Skills</p>	<ul style="list-style-type: none">• Open, honest and an active listener• Effective written and verbal communication skills• Knowledge of the barriers to learning that pupils may face• Tailoring plans and interventions to individual pupils• Very good ICT skills to use IT systems and to conduct analysis and produce reports• Able to create good relationships with children, staff, parents and external agencies• Knowledge of available support services in the local area• Safeguarding of children and young people• Ability to form and maintain appropriate relationships and personal boundaries with pupils and parents/carers• Able to challenge barriers and blocks to provide an effective service
<p>Other requirements</p>	<ul style="list-style-type: none">• Ability to form and maintain appropriate relationships with colleagues, students and parents• Ability to work both autonomously and as a member of a team• Empathetic and approachable manner• Highly motivated and pro-active• Flexible• Sense of humour• This post is subject to an enhanced DBS disclosure• Must be committed to safeguarding the welfare of children• Willingness to contribute to the wider life of the school• Ability to remain calm and constructive in difficult situations

Job Description

Main duties and responsibilities:

- To manage the inclusion work across the (working with Assistant Headteacher, SENDCo, Student and Family Support Worker, Heads of Learning, Pastoral Managers and external agencies) daily, promoting collaboration and support for each other.
- To ensure structure, progress and impact for students who receive support
- To demonstrate the ability to think creatively to maximise impact on outcomes for students in helping overcome barriers to learning and engagement in education
- Identify, plan, implement and monitor individual integration programmes for each pupil and liaise with home and external partners in relation to the effectiveness of such programmes and amend as appropriate to the individual's needs.
- Identify, plan, implement and monitor individual transition programmes for each pupil back to their mainstream classroom. Review the success of transition back to mainstream
- Identify, plan, implement and monitor appropriate intervention activities for individual and small groups of students in school and through extra-curricular provision.
- To log, monitor and keep records of students' attendance and completed work.
- To coordinate the logging of intervention and impact
- To ensure data is triangulated and up to date.
- To prepare paperwork for annual reviews and other parental meetings
- To lead in the development of resources for inclusion, in line with current advice and guidance.
- To direct and ensure appropriate training is taking place for the wider team (both internally and externally).
- Review intervention groups. Ensure staff and students are aware of session times and communicate this with parents
- To chair meetings and deliver training
- To liaise with staff on issues arising, being proactive in overcoming barriers to progress.
- To maintain regular and effective communication with staff regarding referrals and progress.

General Inclusion work

- Effective mentoring of targeted students.
 - Providing support for allocated students with their schoolwork either directly (e.g., making up missed work, organising their studies, preparing them for examinations and assessments) or indirectly by liaising with staff
 - Liaison as appropriate with parents and outside agencies.
 - Ensuring accurate record keeping and reporting to HOLs, PMs, SENDCo, SLT and CP Leads as appropriate.
 - Planning of in-school interventions.
 - Evaluating impact of in-house interventions (groups etc.) and reporting to line manager.
 - Review the support in place for high profile students, such as those on modified or reduced timetables and keep paperwork up to date
 - Attend reviews and meetings where necessary
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- To help in lessons where necessary
- Any other duties that reasonably fall within the purview of the post, which may be allocated after consultation with the post holder.
- **Behaviour support**
 - To support the pastoral and Senior Leadership Team with upholding the school policy and supporting staff where needed.
 - To be pro-active in using all available data to identify students that are at risk of exclusion from school and intervening at an early stage to prevent this through mentoring.
 - To support with duties, and any other behaviour interventions implemented, as required. In addition, to help manage the reactive behaviour arrangements in line with school policy.
 - To liaise with parents where needed and provide recommendations for next steps with students.
 - To have the ability to use behaviour management strategies appropriately and in context.
 - To support staff in feeling confident with positive behaviour management, and support where needed i.e. meetings, restorative conversations.

Any other duties which may arise during the course of work and as authorised by the Headteacher or membership of the Senior Leadership Team. Such duties will be commensurate with the general level of this post and will be subject to the skills and abilities of the post holder.

Health and safety and Safeguarding

- Promote the safety and wellbeing of pupils, and help to safeguard pupils' well-being by following the requirements of Keeping Children Safe in Education and our school's child protection policy
- Look after children who are upset or have had accidents

Professional development

- Help keep their own knowledge and understanding relevant and up-to-date by reflecting on their own practice, liaising with Academy leaders, and identifying relevant professional development to improve personal effectiveness including research
- Take opportunities to build the appropriate skills, qualifications, and/or experience needed for the role, with support from the Academy and Trust
- Participate fully in the academy's appraisal procedures

Personal and professional conduct

- Uphold public trust in the education profession and maintain high standards of ethics and behaviour, within and outside our academy
- Have proper and professional regard for the ethos, policies and practices of the academy, and maintain high standards of attendance and punctuality
- Demonstrate positive attitudes, values and behaviours to develop and sustain effective relationships with the school community
- Respect individual differences and cultural diversity

Other areas of responsibility

Desire to run extra curriculum / take responsibility for in school clubs and/or groups

The Teaching Assistant will be required to safeguard and promote the welfare of children and young people, and follow academy policies and the staff code of conduct.

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the postholder will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the headteacher or line manager.

Any other duties which may arise during the course of work and are authorised by the Headteacher or member of the Senior Leadership Team. Such duties will be commensurate with the general level of this post and will be subject to the skills and abilities of the post holder.

Headteacher/line manager's signature: _____

Date: _____

Postholder's signature: _____

Date: _____



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