



St Ralph
Sherwin
Catholic Multi Academy Trust



St. Thomas More

CATHOLIC VOLUNTARY ACADEMY

Part of the St Ralph Sherwin Catholic Multi Academy Trust

Inclusion Manager

Start Date: September 2022

Salary:

Line-manager: Assistant Headteacher /
SENDCo

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.

Person Specification

	Essential Criteria	Desirable Criteria
Education & Qualifications	• A Good Honours Degree • Higher Level Teaching Assistant standards or equivalent qualification/experience.	• Qualified teacher status • Post-graduate qualification e.g. MA, PhD or EdD • ELSA qualification • First Aid training or willing to undertake training
Experience	• 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.	

Professional Knowledge and Skills	• 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
Other requirements	• 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 operationally manage the Inclusion Centre (working with SENDCo, Teaching Assistants, Student and Family Support Worker, Pastoral Managers and external agencies) daily, promoting collaboration and support for each other.
- To ensure structure, progress and impact for students who receive support in the Bosco Centre
- 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 the Inclusion Centre, 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 (e.g., SALT, OT, ASD, dyslexia etc) with the SENCo and deploy TAs where applicable. Ensure staff and students are aware of session times and communicate this with parents
- To chair meetings and deliver training
- To liaise with SENDCO, Attendance Officer, Family Support Worker, Pastoral Managers and SLT 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 PMs, SENDCo, SLT and CP Leads as appropriate.
- Planning of in-school interventions.
- Evaluating impact of in-house interventions (groups etc.) and reporting to SENDCo and SLT.
- Review the support in place for high profile students, such as those on modified or reduced timetables and keep paperwork up to date
- Attend annual reviews where necessary
- 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.