



STAR ACADEMIES

Nurturing Today's Young People, Inspiring Tomorrow's Leaders

INCLUSION MANAGER

JOB DESCRIPTION

JOB PURPOSE

To lead and manage the development of a strong, effective school culture in relation to the inclusion of students with SEMH, SEND or other needs. This should contribute to the promotion of a culture of educational excellence, within a caring environment enriched with the values of discipline, mutual care and respect which extends beyond the school into the wider community.

JOB SUMMARY

1. Co-ordinate protocols and routines for identified cohorts of educationally vulnerable students to ensure a calm and orderly environment in which they can learn.
2. Co-ordinate outstanding support to enable students with SEMH to play a full and active part in the life of the school and to make outstanding progress in their learning.
3. Develop and implement a culture in which systems enable behaviour change and positive behaviour for learning.
4. Provide a secure, safe and consistent learning environment for the most educationally vulnerable students, in which they can fulfil their potential.

KEY RESPONSIBILITIES AND ACCOUNTABILITIES

1 Support for Students

- 1.1 Use specialist (regulation/curricular/learning) skills/training/experience to support students.
- 1.2 Work alongside the SENDCo to develop and implement Individual/Behaviour/Support/Mentoring plans.
- 1.3 Establish productive working relationships with students, acting as a role model and ensuring high expectations amongst all staff.
- 1.4 Promote the inclusion and acceptance of all students within the school and classrooms.
- 1.5 Promote independence and employ strategies to recognise and reward achievement of self-regulation.
- 1.6 Provide feedback to students, parents / carers and stakeholder agencies in relation to progress, achievement, behaviour and attendance.
- 1.7 Assess the needs of students and use detailed knowledge and specialist skills to support their learning.
- 1.8 Provide pastoral support to students.
- 1.9 Co-ordinate 1:1 mentoring arrangements with students and provide support for distressed students.
- 1.10 Receive and supervise students removed from, or otherwise not working to, their normal timetable.
- 1.11 Work with teachers to secure outstanding progress in all subjects for all students within the school.

- 1.12 Attend to student's personal needs and provide advice to assist in their social, health and hygiene development.
- 1.13 Support students in fully accessing a broad and balanced curriculum.
- 1.14 Provide individual and/or small group intervention as directed.
- 1.15 Lead the effective transition of students across key stages, levels of support and centres of education.
- 1.16 Develop positive relationships with students and promote self-esteem and independence.
- 1.17 Provide feedback to targeted students on their progress and attainment.
- 1.18 Provide any additional support for students with disabilities, including on 'personal hygiene' to secure wellbeing and to enable them to participate fully in the life of the school. Where this requires support for toileting using a hoist or other specialist equipment, training will be provided.

2 Support for Teachers

- 2.1 Work with all teachers to establish a calm learning environment.
- 2.2 Provide information to teachers and other support staff and ensure that planning is appropriate to the needs of all students within the centre.
- 2.3 Liaise with the SENCO and specialist staff (e.g. Occupational Therapist or Speech and Language Service) as requested to receive and disseminate advice given to effectively support students across curriculum areas.
- 2.4 Be responsible for maintaining and updating records, Education Health Care Plan paperwork and data as agreed with school leaders and contributing to the reporting systems as required.
- 2.5 Lead meetings with parents and carers, external agencies and provide constructive feedback on student progress, attainment, attendance and behaviour.
- 2.6 Under the direction of the SENCO, lead your team in contributing to student profiling of SEND by carrying out a range of tests including BPVS, DRA, Boxall Profiles, Goodman's, spelling and reading tests.
- 2.7 Under the direction of the SENCO develop, monitor and review students' Individual Education Plans and Individual Learning Plans (IEPs / ILPs).
- 2.8 Establish constructive relationships with parents and carers, exchanging information, facilitating their support for their child's attendance, access and learning. Therefore, supporting the home to school links.
- 2.9 Attend specific training as and when requested.
- 2.10 Lead student supervision and management of student behaviour, in line with school procedures.
- 2.11 Create and maintain a calm, purposeful and orderly, productive working environment.
- 2.12 Provide clerical/admin support e.g. dealing with a correspondence, compilation/analysis/reporting on attendance, exclusions etc, co-ordinating the making of daily phone calls with updates on student progress.

3 Support for the School

- 3.1 Manage a team of inclusion staff and support their induction and professional development.
- 3.2 Develop and ensure compliance with policies and procedures relating to child protection, health, safeguarding, confidentiality and data protection, reporting all concerns to the appropriate person.
- 3.3 Support and guide other special support assistants' work in the classroom when required.

- 3.4 Support the maintenance and enhancement of the school's ethos and mission through their own outstanding professional conduct and high expectations of others.
- 3.5 Lead in creating a culture in which effective learning can take place.
- 3.6 Ensure that accurate and detailed records are kept of meetings and discussions with parents and outside agencies.
- 3.7 Lead meetings of inclusion staff, communicate information to staff and co-ordinate resulting action.
- 3.8 Work within school policies and procedures.
- 3.9 Attend and participate in individual and team meetings as required.
- 3.10 Undertake personal development and improve own practice through training, observation, evaluation and discussion with colleagues including performance management and use this to support others.
- 3.11 Undertake planned provision for students on visits, trips, out of school activities and enrichment programmes and take responsibility, as required.
- 3.12 Work as part of a team and support the role of other people in the team.

4 Other Responsibilities

- 4.1 Promote the trust's vision of 'nurturing today's young people, inspiring tomorrow's leaders'.
- 4.2 Champion the trust's values of 'Service', 'Teamwork', 'Ambition' and 'Respect'.
- 4.3 Contribute to the wider life of the trust and the Star community.
- 4.4 Carry out any such duties as may be reasonably required by the trust.

5 Records Management

- 5.1 All staff who create, receive, and use records in the course of their job are responsible for ensuring that records are managed appropriately. It is therefore likely that this post-holder will have responsibility for record-keeping as part of the role. Employees are required to be conversant with the Trust's policies and procedures on records management.

This appointment is with Star Academies. The job description forms part of the contract of employment of the person appointed to this post. It reflects the position at the present time only and may be reviewed in negotiation with the employee in the future. The appointment is subject to the terms and conditions outlined in the 'Star Academies Contract'.



Star

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PERSON SPECIFICATION

			Assessed by:	
No	CATEGORIES	Essential/ Desirable	App Form	Interview/ Task
QUALIFICATIONS				
1.	Degree level qualification or equivalent experiential knowledge.	E	✓	
2.	Level 3 qualification (NVQ level 3 or A level).	D	✓	
3.	5 GCSEs including English and Maths at grade 9-4/A*- C.	E	✓	
4.	Be a qualified Teacher with QTS.	D	✓	
EXPERIENCE				
5.	Broad leadership experience in a position working with children in a secondary school or other equivalent setting.	E	✓	✓
6.	Proven experience of supporting children with special educational needs and/or Disabilities (SEND).	E		
7.	Supporting children with English as an additional language (EAL).	D	✓	✓
8.	Contributing to the development, monitoring and review of Individual Education Plans (IEPs) and/or Education Health and Care Plans.	D	✓	✓
9.	Training in a range of literacy strategies and approaches, for example the teaching of Reading, Spelling, Phonics following a suitably recognised scheme.	D	✓	✓
10.	Evidence of specialism in specific curriculum areas or areas of particular learning need.	D	✓	✓
ABILITIES, SKILLS AND KNOWLEDGE				
11.	Ability to maintain positive relationships with students, parents and staff.	E	✓	✓
12.	Ability to work effectively within a team.	E	✓	✓
13.	Effective classroom and behaviour management skills.	E	✓	✓

No	CATEGORIES	Essential/ Desirable	Assessed by:	
			App Form	Interview/ Task
14.	Ability to communicate effectively using technology.	E	✓	✓
15.	Good ICT skills for word-processing, use of learning software and accessing on-line resources.	E	✓	✓
16.	Good knowledge of the secondary curriculum.	D	✓	✓
17.	Knowledge of strategies to support students with specific SEND e.g. SEMH, physical disabilities, visual and/or hearing impairment, dyslexia.	E	✓	✓
PERSONAL QUALITIES				
18.	A passionate belief in the Trust's vision of 'nurturing today's young people, inspiring tomorrow's leaders'.	E	✓	✓
19.	A strong commitment to the trust value of 'Service'.	E	✓	✓
20.	A strong commitment to the trust value of 'Teamwork'.	E	✓	✓
21.	A strong commitment to the trust value of 'Ambition'.	E	✓	✓
22.	A strong commitment to the trust value of 'Respect'.	E	✓	✓
23.	Commitment to support Star Academies' agenda for safeguarding and equality and diversity.	E	✓	✓
24.	Sympathetic to and supportive of the Mixed Multi-Academy Trust model and ethos of the establishment.	E	✓	✓