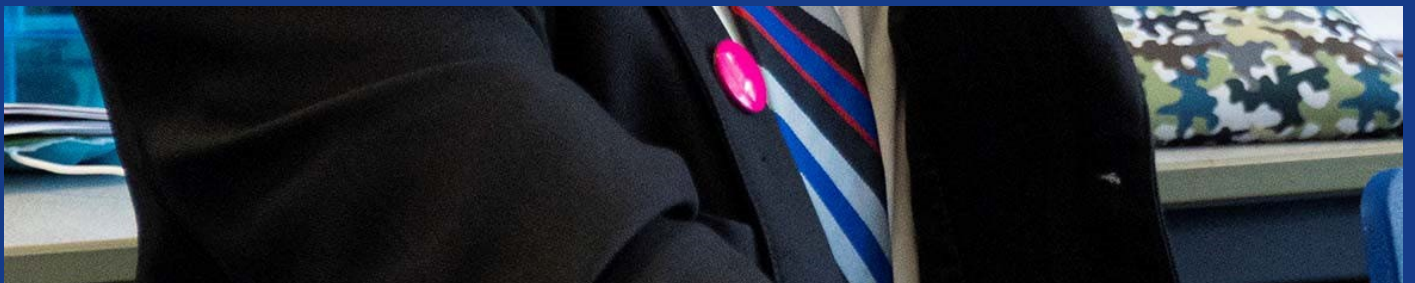




Kimberley
School



Inclusion Manager (with responsibility for Targeted Support)
Application Pack





Inclusion Manager

Starting as soon as possible

Term Time Only – 37 hours per week

Pay Scale: Grade SO1 £33,366-£35,235 pro rata

Are you committed to making a real difference to children's lives? Are you someone with successful experience of working with young people? Do you have experience of working with students in a pastoral or teaching role and are looking for an opportunity to play a key role in the development of our enhanced provision spaces within school? If you are experienced in working with young people, with a range of SEMH needs, and delivering bespoke intervention packages, then this could be the job for you. This position will provide you the next step in your career and the opportunity to take on a leadership role within the inclusion team.

We are seeking to appoint an Inclusion Manager. The successful candidate will lead the Inclusion and Intervention Team and manage the development, delivery and auditing of support programmes put in place to help pupils to develop resilience, self-regulation strategies and understanding of how to become a successful learner. The successful candidate will lead on the team's work with students whose behaviour is a significant obstacle to their own success. The role will also involve working with students, staff and parents to quickly resolve issues around behaviour, attendance and welfare.

The Kimberley School is an exciting, oversubscribed and vibrant school with a very successful, high-achieving, sixth form. The school enjoys superb facilities and, as part of the East Midlands Education Trust, has a very bright future. The Inclusion Area, consisting of Learning Support, Targeted Support, Reset Room and an Anxiety Related Non-Attender (ARNA) Suite, sits at the heart of the school. The area has been recently redeveloped and we are keen to establish and embed a system of support for a small number of identified students.

We aim to ensure that students achieve outstanding academic exam results; and that they have access to a vast range of exciting opportunities outside of the classroom that help prepare them for a successful adult life. You will receive a full induction programme, and excellent preparation for the next stage of your career. You will have access to a substantial welfare package and The Kimberley School is absolutely committed to ensuring that all staff have access to a comprehensive programme of professional development and that they enjoy a good home/work balance. We are committed to safeguarding and promoting the welfare of children and young people and all posts are subject to an enhanced Disclosure and Barring Service (DBS) check.

Included in the information pack is a job description and person specification for the role. If you would like to find out more about the post, then please contact our HR Officer (recruitment@kimberleyschool.co.uk or 0115 9387000). They can also arrange for you to have a look around the school before you make an application if this would be helpful. Closing date for applications is 9am on Thursday 5 December 2024.

Yours faithfully

Andy Park
Head Teacher

Job Description: Inclusion Manager

Job Title:	Inclusion Manager Pay scale: £33,366-£35,235 pro rata, Term Time Only. 37 hours a week.
Reports to:	Assistant Head Teacher - SENCO Deputy Head Teacher – Pastoral
Responsible for:	<p>The role will be to:</p> <ul style="list-style-type: none">• play a lead role in the development and effective co-ordination of the school's Targeted Support Centre;• oversee the development, delivery and tracking of intervention programmes designed to support pupils to develop their ability to successfully self-manage their behaviour and social interactions.• promote positive behaviour strategies and create an inclusion space where pupils can access learning and interventions to help them to succeed;• lead on, and maintain an oversight, of the centre's work with students' whose behaviour is a significant obstacle to their success;• operate as a member of the Inclusion / Intervention Team (Targeted Support) by working proactively with parents, students and staff to quickly remove behaviour, attendance and welfare obstacles so that all students enjoy school and make outstanding progress.• ensure that staff have clear updated information on how best to support pupils' to manage their behaviours in the classroom.

Main Responsibilities

- Oversee the day to day running of the Targeted Support Centre (TSC), ensuring the space is a safe, calm and productive space where pupils with significant regulation difficulties can be supported to develop self-regulation strategies and work proactively with the wider Inclusion/ Learning Support team.
- Collaborate with Subject Performance Leaders to plan, prepare and deliver direct and structured teaching and learning / intervention programmes and activities to identified students to advance their progress – individually or in small groups whilst they are in attendance in the TSC.
- Liaise with colleagues to create personalised timetables for students with bespoke interventions in order to reduce repeated negative behaviour patterns and track / monitor the progress of pupils who access these programmes.
- Liaise with external agencies who may be working with specific students.
- Manage the day-to-day routines within the TSC, maintaining the very highest standards of behaviour and maintaining consistently high expectations of students.
- Provide curriculum leaders with a summary of work / activities undertaken in the TSC and offer guidance to teachers to ensure that any successful learning strategies developed by pupils can be transferred to the classroom.
- Ensure students who work in the TSC engage in academic learning effectively, with the appropriate level of support. This will include ensuring TSC staff record and monitor the outcomes achieved where pupils have needed to spend time learning outside of their main classroom,

Behaviour and Resilience Mentoring

- Mentor individual and groups of students who are not achieving their full potential because they have not been able to regulate their own behaviour and/or are not emotionally resilient
- Plan, prepare and deliver tailored programmes to support identified students to manage their own behaviour successfully – following a cycle of mentoring, reviewing and target setting.
- Develop and deliver direct and structured reflection and restorative activities with students in order to advance their progress.

- Implement mentoring with the aim of enabling students to regulate their own behaviour successfully and develop emotional resilience so that they are able to access lessons and make good progress.
- Work successfully with teachers and parents/carers and other agencies in order to remove obstacles individual students are facing.
- Collaborate with the school's SENCo as appropriate.
- Liaise with external agencies who may be working with specific students.
- Play a lead part in reintegrating students successfully following periods in pre-suspension or suspension
- Use data to enhance the effectiveness of provision and monitor and report on success to Subject Performance Leader, Year Performance Leader and the Senior Leadership Team.

Operate as a full member of the Inclusion / Intervention team, including:

- Operate during the school day as deployed by the SENCO / Assistant Head Teacher
- Maintain a visible presence around school at key times of the school day
- Respond and resolve climate calls for key individuals where necessary
- Act as a keyworker to nominated students. Working with colleagues and parents/carers to take all reasonable steps to ensure that pupils are safe, happy and make outstanding progress
- Respond to and resolve parental queries/concerns for these key students – maintaining excellent communication with parents throughout
- Be the first point of contact for these identified parents coming into school with concerns and queries around behaviour and emotional health.
- Maintain a current first aid certificate in order to provide first aid to all students.
- Contribute to the safeguarding and promotion of welfare and pastoral care of students.
- Contribute to the overall ethos/work/aims of the academy (The Kimberley Way)
- Participate in training and other learning activities and performance development as required.
- To understand the requirements of the data protection act and other legislation to ensure that the confidentiality of records and information is maintained.

Undertaking any other duties which may reasonably be regarded as within the nature of the duties and responsibilities/grade of the post as defined, subject to the proviso that normally any changes of a permanent nature shall be incorporated into the job description in specific terms.

Person Specification: Targeted Support Centre Manager					
Please note that only applicants who can demonstrate that they can meet the criteria in the person specification are likely to be shortlisted for interview.					
Applicants should be able to <u>demonstrate</u> how they <u>meet the core criteria</u> relevant to the post:					
E= Essential D= Desirable A= Application I= Interview	✓	Criteria Type		Identified By	
		E	D	A	I
Experience					
1.1. Significant experience working in a pastoral role with secondary school age children		✓			✓
1.2. An understanding of the support that external agencies can provide the school in its work with vulnerable and challenging youngsters	✓				✓
1.3. Successful experience of working with vulnerable and challenging secondary age students to remove obstacles to their attendance, enjoyment and success	✓				✓
1.4. Experience of leading a team and managing others e.g. delegating roles and responsibilities with effective line management		✓			✓

1.5. Experience of planning targeted interventions, delivering programmes of support to pupils with complex needs and experience of monitoring the progress made by individual students via Assess / Plan / Do / Review cycles.		✓		✓
Qualifications, Training & CPD				
1.6. Successful completion of safeguarding training		✓		✓
Knowledge & Skills				
1.7. Sound understanding of the graduated response and referral pathways necessary for supporting students with complex needs, including knowledge of the EHCP process		✓		✓
1.8. An understanding of strategies that can be used to remove obstacles to behaviour, attendance and welfare	✓			✓
1.9. The ability to de-escalate situations with parents, carers, students and staff	✓			✓
1.10. An understanding of how to collect and use data in order to target work to remove obstacles to students making progress		✓		✓
1.11. An absolute passion for ensuring that vulnerable students attend, enjoy and succeed at school	✓			✓
1.12. Skills to strategically lead others in a supportive environment	✓			✓
Personal Qualities & Attributes				
1.13. Ability to develop positive working relationships	✓			✓
1.14. Personable and friendly manner, willing and helpful	✓			✓
1.15. Strong commitment to personal development through CPD	✓			✓
1.16. Ability to cope under pressure in an intensive environment	✓			✓
1.17. Qualities to successfully manage the day to day running of the centre	✓			✓
1.18. Ability to foster a positive and constructive working environment	✓			✓
<p>In addition to the above, you will have the right to work in the UK and also be expected to demonstrate how you meet the following general criteria:</p> <p>Committed to safeguarding and promoting the welfare of children Ability to relate well to children and young people Ability to work effectively in a team and relate to all people Ability to stay focused whilst being able to problem solve and use own initiative as appropriate Ability to organise, prioritise and complete tasks efficiently and effectively Good literacy and numeracy skills Ability to communicate effectively and to impart clearly knowledge for the benefit of others Flexible, adaptable and professional approach to work Openness to new ideas Punctual, reliable and an ability to keep to deadlines Ability to maintain confidentiality</p>				