

The Roseland Multi-Academy Trust

JOB DESCRIPTION

Job Title:	Inclusion Manager
Employment:	Grade F
	31.25 hours per week, term time (38 weeks) plus 31.25 additional hours Salary paid for 44.6 weeks per year School holidays will be classed as leave. Payment for leave has been included in the calculation of the annual salary, therefore, no leave should be taken during school term time unless specific prior approval has been obtained from the Chief Executive Officer/Headteacher
Responsible to:	Chief Executive Officer / Headteacher / Leadership Team / Trust Network Manager / Chair of the Trust Board
Supervisory Responsibility:	None
Important Functional Relationships:	Internal: Chief Executive Officer, Headteacher, Leadership Team, teaching and support staff, students. External: Trustees, Governors, Trust partners, partner primary schools, other schools and colleges, suppliers of services, parents/carers, visitors to the school.

Main Purpose of the Job:

The Inclusion Manager is responsible for supporting student attendance, engagement and inclusion across the school, under the guidance of the Assistant Headteacher for Behaviour and Attendance. The role combines attendance oversight with day-to-day inclusion support, ensuring that students—particularly vulnerable learners—receive timely intervention, appropriate support and safeguarding when attendance, behaviour or wellbeing becomes a concern.

The post holder will work closely with students, families, staff, school leaders and external agencies to remove barriers to attendance and inclusion, using accurate data analysis to inform decision-making and intervention.

Main Duties and Responsibilities

1. To manage, supervise and organise an efficient inclusion room.
2. Maintain accurate and up-to-date records of attendance, behaviour, interventions and communications using the school management information system (Bromcom).
3. To produce accurate and up-to-date records and reports as required, including behaviour and attendance analysis reports, to inform the strategic development of the inclusion room.
4. To provide consistent and effective support in line with the requirements and responsibilities of your role.
5. Supervise students placed in the inclusion room and ensure that each student is accessing appropriate work.

6. Maintain strong boundaries and ensure that each student is working to the best of their ability at all times.
7. Work with school leaders to plan, implement and review targeted attendance and inclusion interventions for individuals or groups.
8. Lead regular check-ins to review progress and evaluate the impact of interventions.
9. Establish positive, supportive relationships with students, encouraging inclusion, resilience, independence, self-esteem and personal development.
10. Follow up unexplained absences with parents/carers and escalate concerns in line with school procedures.
11. Act as a point of contact for parents/carers regarding attendance, inclusion and intervention support.
12. Coordinate meetings with students and parents/carers to agree actions, implement interventions and track progress.
13. Build positive relationships with families to encourage engagement and shared responsibility for attendance and inclusion.
14. Identify and, where possible, help mitigate barriers to attendance and engagement in partnership with families.
15. Carry out home visits where necessary to address attendance or inclusion concerns.
16. Be alert to when persistent absence, disengagement or behaviour concerns become safeguarding issues and ensure early help is initiated where required.
17. Implement Children Missing Education (CME) procedures when appropriate.
18. Provide feedback to teachers, leaders and relevant staff regarding student wellbeing, progress and concerns.
19. Work with school leaders to develop, review and implement attendance and inclusion policies and procedures.
20. Manage absence procedures, including letters, attendance meetings, penalty notices and engagement with external agencies.
21. Oversee the administration of student leave requests and identify efficiencies in systems and processes.
22. Supervise students during unstructured times and support behaviour expectations.
23. Management and coordination of Year 10 Work Experience placements. Having an overview on placement booking, including communicating with stakeholders and resolving issues where they arise.
24. Support with organising and budgeting the annual Enrichment Week.
25. Participate in line management and other relevant meetings.
26. Contribute positively to the ethos, values and culture of the school and Trust.
27. Promote the safeguarding of all students in the school
28. Be aware of, and adhere to, applicable rules, regulations, legislation, policies and procedures within the Trust, including safeguarding, health and safety, equality and diversity and data protection.
29. Maintain confidentiality of information acquired in the course of undertaking duties for the Trust.
30. Be responsible for your own continuing self-development, undertaking training as appropriate.
31. To undertake other duties appropriate to the post as required.

Person specification

CRITERIA	QUALITIES
Qualifications and training	<ul style="list-style-type: none"> • GCSE or equivalent level, including at least a Grade C in English and maths
Experience	<ul style="list-style-type: none"> • Experience working in a school environment or other educational setting • Experience identifying interventions to raise attendance of students • Experience working directly with students and parents • Experience working collaboratively with colleagues and external agencies • Experience analysing data and producing reports and identifying key insights
Skills and knowledge	<ul style="list-style-type: none"> • Good listening and relationship-building skills • Effective written and verbal communication skills • Knowledge of attendance, inclusion and behaviour strategies • Understanding of barriers to attendance, engagement and inclusion • Ability to tailor interventions to individual students • Ability to use IT systems and to conduct analysis and produce reports • Ability to create good relationships with students, staff and parents
Personal qualities	<ul style="list-style-type: none"> • Commitment to inclusion and improving outcomes for all students • Organised, proactive and self-motivated • Ability to work under pressure and prioritise effectively • Commitment to upholding and promoting the ethos and values of the school • High standards of professionalism and confidentiality • Strong commitment to safeguarding, equality, diversity and inclusion