



JOB DESCRIPTION

ROLE TITLE	Inclusion Officer
CONTRACTED HOURS	37 hrs per week / 38 weeks
LOCATION	Breckland School
GRADE / SCALE POINT – SALARY	Grade 3, Pt 4-6
REPORTING TO	Assistant Headteacher

INTRODUCTION

All Unity Schools Partnership schools embrace a strong set of values which ensure that students learn how to take their place in modern Britain. Every member of staff is required to uphold and promote the values of the Trust in every aspect of their work performance.

JOB PURPOSE

The Inclusion Officer will manage to day-to-day running of the Reconnect Room (which is our internal suspension facility) to ensure the students' continuation of learning. Integral to the role will involve strategically leading, planning and organising of this provision to meet the needs of the students.

The role will involve working closely with the Leadership and Pastoral Team to monitor and track the impact of interventions as well as the progress of our students. Working with young people in a pastoral and behavioural setting to improve young people's chances of accessing their education and appropriate interventions so that all learners can succeed.

KEY TASKS & RESPONSIBILITIES

Reconnect Room

- The management of the Reconnect Room as an integral part of the Behaviour Management system within the school
- Maintaining appropriate standards of behaviour in the Reconnect Room in accordance with school policy
- Prepare, maintain and complete accurate records and updating the relevant data information
- Liaising with the relevant stakeholders
- Liaising with colleagues to ensure students are provided with appropriate and sufficient work and that completed work is conveyed back to the relevant staff
- Liaising with families to ensure an understanding of the severity of any incident and its place within the behaviour system
- Initiating activities which ensures students have a sound understanding of their actions and the consequences of their actions
- Promoting the inclusion and acceptance of all students
- Assessing the needs of students and using detailed knowledge and specialist skills to support and develop students' behaviours for learning
- Providing information, support, and advice to enable students to make choices about their own learning and behaviour
- Arranging for resources to support learning and overseeing the appropriate use of learning resources

- Ensure the very highest of expectations are displayed at all times

OTHER RESPONSIBILITIES

- Meet regularly with Assistant Headteacher, advising of unfolding developments and recommending new approaches
- To support the vision and strategic direction of Breckland School by providing outstanding pastoral care that reduces barriers to learning
- To contribute to the overall ethos/work/aims of the school
- To appreciate and support the role of other professionals
- To establish constructive relationships and communicate with other agencies/professionals
- To attend and participate in relevant training, meetings and professional development as required
- Maintain records relating to students' behaviour/sanctions/rewards
- Ensure that Child Protection matters are passed to the Named Person in accordance with statutory and school policy

SAFEGUARDING

Unity Schools Partnership is committed to safeguarding and promoting the welfare of children and young persons at all times.

The post holder, under the guidance of the Headteacher, will be responsible for promoting and safeguarding the welfare of all children with whom he/she comes into contact, in accordance with the Trust's and the school's safeguarding policies. The post holder is required to obtain a satisfactory Enhanced Disclosure from the Disclosure and Barring Service (DBS).

GENERAL

1. Actively contribute to and promote the overall ethos and values of the School and the wider Trust.
2. Participate in training and other learning activities and performance development as required.
3. Maintain consistent high standards of professional conduct, tact and diplomacy at all times in dealings with pupils, parents, staff colleagues, external agencies and any other visitors to the school or wider Trust.
4. Maintain absolute confidentiality and exercise discretion with regard to staff / pupil information and the Trust's business at all times.
5. Act as an ambassador for the School and the wider Trust within the local community and beyond, ensuring that the ethos and values of the Trust are promoted and upheld at all times.
6. Undertake any other reasonable tasks and responsibilities as requested by the line manager or a member of the Senior Leadership or Trust Executive Leadership Teams which fall within the scope of the post.



PERSON SPECIFICATION

CRITERIA	ESSENTIAL	DESIRABLE
Technical or Specialist	<ul style="list-style-type: none"> • Experience of preparation of parent / carer support programmes 	
Literacy and Numeracy	<ul style="list-style-type: none"> • Good numeracy and literacy skills 	
Organisational	<ul style="list-style-type: none"> • Positive disposition to implementing the Schools' educational vision • Be familiar with Child Protection Policies and protocols • Working knowledge of relevant policies / codes of practice / legislation 	
Equipment / Materials	<ul style="list-style-type: none"> • Understand and be able to use the systems and tools designed to record and analyse attendance and punctuality 	
Problem Solving	<ul style="list-style-type: none"> • Solution focused disposition and a positive attitude, particularly to challenge and change 	
Planning	<ul style="list-style-type: none"> • Understanding of solution planning techniques 	
Interpersonal and Communication	<ul style="list-style-type: none"> • Able to develop genuine, empathetic relationships with young people • High personal standards in terms of attendance, punctuality and meeting deadlines • High level of personal organisation skills • Good communication skills, both written and spoken • Understanding of and commitment to Equal Opportunities issues and principles and the need to apply an equal standard of care to all students • Positive disposition towards inclusion of all students including 	

	<p>those with learning difficulties in mainstream learning and education</p> <ul style="list-style-type: none"> • Able to work as part of a broader inclusion and student support system • Ability to work as a team player and supportive of team working • Ability and willingness to develop own understanding and capability through advice and training • Understanding of the principles of accountability and quality assurance to achieve best possible student outcomes • Ability to build effective productive working relationships with parents/carers • Ability to promote a positive ethos and role model positive attributes • Passionate commitment and belief in the aspirations of inclusion and equality of opportunity for all students 	
<p>Level of Autonomy</p>	<ul style="list-style-type: none"> • Ability to work without constant supervision, to provide assistance as and when required, to seek tasks when unoccupied and think clearly and calmly in an emergency 	