



Inclusion Room Manager
Meopham School
Information



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Welcome

Dear Applicant,

Thank you for expressing an interest in joining Meopham School. I hope you will take a look at our website at <https://www.meophamschool.org.uk/> and take time to consider the information enclosed with this letter.

Meopham School is a vibrant and ambitious 11-18 school with a strong community ethos. This helps create a supportive and inspiring climate for success. Students at Meopham School are valued and nurtured as individuals. In April 2023 Ofsted awarded the school with a 'Good' grading in all areas, drawing attention to the fact that "pupils are proud to attend this inclusive and positive school. They value the supportive and nurturing relationships they have with staff."

We have exceptionally high standards where we value the hard work which makes it possible for every student and staff member to fulfil their potential. We are proud that visitors to our school often comment on the mature and courteous manner in which our students present themselves.

We are proud that Meopham students are also curious in their learning, resilient in overcoming difficulty, and are confident in evaluating their own progress. As a consequence they are ambitious to achieve academic and personal success, both in school and the world beyond.

To achieve our vision, we place the recruitment, retention and professional development of teachers as a top priority. We therefore seek well-qualified, highly skilled, and enthusiastic teachers, who have the highest expectations of both themselves and the pupils in their classes. We want teachers who enjoy working with young people of all abilities and differing needs.

Meopham School joined the Swale Academies Trust as an academy on 1st February 2013. This is made up of a group of schools, both primary and secondary, located in Kent and East Sussex.

We are unique in that we have all the benefits of a school in a rural setting, with the advantages of working as part of a larger Trust. We are involved in extensive outreach work across schools in Kent, both within the Trust and beyond. This means that we can offer you an invigorating professional environment in which to grow. We invite you to be part of our future success.

If you become part of our team we believe we could offer you a number of benefits. You would become part of something successful. We can offer an exceptional package of professional development, ranging from an acclaimed ECT induction programme, training through the nationally recognised Outstanding Teacher Programme, a Masters' Degree, and support for aspiring leaders and headteachers through the suite of National Professional Qualifications.

Meopham School is committed to safeguarding and promoting the welfare of children and young people, and expects all staff and volunteers to share this commitment. All posts are subject to an enhanced DBS check. As a school dedicated to the principle of equal opportunities, we aim to ensure that staff recruitment is fair and open to all regardless of age, social class, disability, religion, ethnic origin or sexual orientation within the context of the detailed person specification.

If you wish to apply please visit Kent Teach to submit your application as soon as possible. We look forward to receiving your application.



Mr Ethan Roberts
Headteacher

Job Description

Job Title: SSP (Inclusion Room) Manager
Grade: SAT D
Responsible to: Headteacher

Purpose of the job

- To care deeply for our students
- Pastoral care and academic progress of students across year groups
- To manage and lead the SSP, ensuring that appropriate tone and atmosphere for learning and reflection is maintained.
- To contribute to progress by managing student behaviour to ensure that all work is completed.
- To reduce barriers to learning by supporting students with behaviour management issues.
- To support students in their reintegration to the mainstream curriculum

PRINCIPAL RESPONSIBILITY

- To monitor and communicate the overall behaviour, attendance and progress of students within the SSP.

Key Accountabilities:

- Leadership & management of student welfare and progress in the SSP
- To create and maintain an ethos within the SSP in line with the school's ethos
- To establish an effective programme of reflection and support for students placed in the SSP
- To be a role model for staff and students
- To liaise with Curriculum Leaders to ensure academic work within the SSP is relevant, appropriate and meaningful
- Ensure the consistent implementation of behaviour, reward and homework policies and practices
- Ensure the consistent implementation of attendance and punctuality procedures
- To get to know students placed in the SSP as well as possible
- Promote and celebrate community activities and individuals' achievements
- Support and challenge individual students whose behaviour is a concern through support plans and other school strategies
- Manage behavioural incidents promptly and effectively
- Effective communication with the AHT - Inclusion, ensuring vulnerable students are fully supported
- Liaise and work alongside the DSL, as and when appropriate, on any safeguarding/child protection concerns
- Ensure all students within the SSP feel valued, supported and encouraged to reflect on previous behaviour
- Share with middle leaders, or SLT as appropriate, any concerns regarding progress being made by students
- To insist on high standards of co-operation and behaviour and initiate action as necessary
- To insist on high standards of school uniform and initiate action as necessary
- To secure high levels of attendance by monitoring students with low attendance, identifying any barriers and supporting where necessary
- Ensure that all staff are aware of which students are placed in the SSP (Inclusion Room) • To register all students
- To enable and support students to reflect on their behaviour and to identify strategies to avoid repeating the behaviour
- To apply all policies consistently whilst in the SSP/Inclusion Room

Job Description continued

Leadership & management of student welfare and progress (Continued)

- To manage students at break
- To maintain the learning environment in the SSP/Inclusion Room, including displays
- To ensure that all completed work is returned to the department
- To support students' learning where possible
- To communicate any problems to Line Manager and/or SLT on duty
- To liaise with parents/carers, students and staff as required
- Follow all school's safeguarding procedures
- Ensure that all students are supervised at all times
- To monitor student progress in the Inclusion Room

Additional Responsibilities

- To manage the school's behaviour and interventions package
- To review and evaluate the impact of behaviour interventions
- To maintain all student behaviour records on Bromcom
- To communicate to stakeholders through the school's communication system

Effective Communication

- Together with the Assistant Headteacher, co-ordinate all information received from staff, parents/carers and outside agencies regarding individual students
- Respond promptly to parental communication and be available for effective home-school liaison
- To keep parents/carers informed of students' progress and make contact and invite in as necessary
- To keep staff informed of outcomes following action.
- Keep accurate records of all communications with parents/carers
- Ensure information in student files are kept accurately

Health & Safety

To promote and comply with the school's policies on Equal Opportunities and Health and Safety both in the delivery of services and the treatment of others

Safeguarding

The Holmesdale School is committed to safeguarding and promoting the welfare of children and young people and all staff must ensure that the highest priority is given to following the guidance and regulations to safeguard children and young people. All staff are to have due regard for safeguarding and promoting the welfare of children and young people and to follow the child protection procedures adopted by Holmesdale. Any safeguarding or child protection issues must be acted upon immediately by informing the Designated Child Protection Officer.

This job description reflects the policies agreed by the Governors. The duties, responsibilities and accountabilities highlighted in this job description are indicative and may vary over time. This job description will be reviewed regularly and is an integral part of the appraisal and line management process.

Person Specification

Qualifications	Essential / Desirable
Level 2 qualifications in English and Maths	E
Experience	
Experience of working with young people in a learning environment	D
Ability to apply behaviour management policies and strategies which contribute to a purposeful learning environment	E
Understanding of relevant policies, codes of practice and legislation	E
Must be able to use own initiative, work independently, motivate and inspire with a creative approach to problem solving (growth mindset)	E
Must have excellent communication skills, both verbal and written	E
Must have the ability to work calmly under pressure and have the ability to adapt quickly and effectively to changing circumstances/situations	E
Knowledge of Bromcom an advantage, although training will be given	D



Working at Meopham School

Benefits

- Discounts with local and national retailers, cinemas and restaurants
- Enhanced Maternity Pay
- Local Government Pension Scheme – with a generous employer contribution
- Self Sacrifice Shared Cost AVC (Additional Voluntary Contribution) Scheme
- Employee Referral Recruitment Incentive
- Access to training and development
- On-site Parking

Well-Being

- Employee Assistance Programme – Wellbeing and advice
- Cycle to Work scheme
- On-site Parking

Finding Us

Meopham School

Wrotham Rd, Meopham, Gravesend DA13 0AH

01474 814646

mss-reception@swale.at

Closest Train Station: Meopham Station

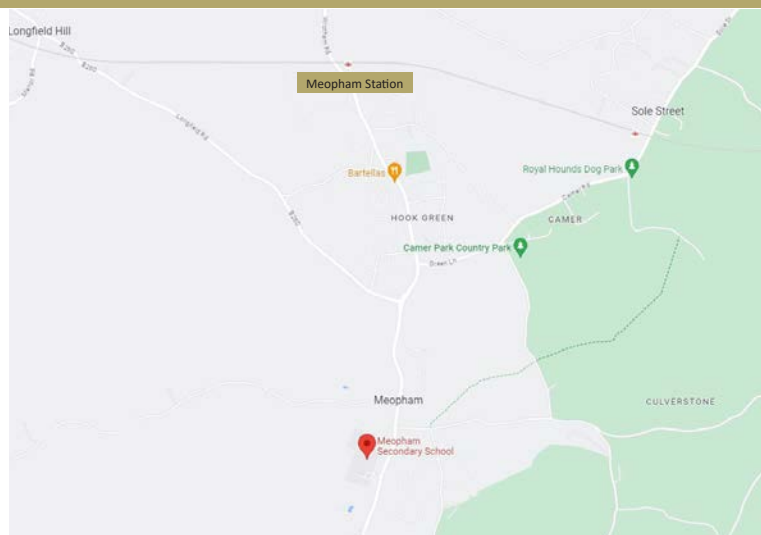
Approx. 35 minute walk or 9 minute Bus

Closest Bus stop:

Secondary School -

223*, 305*, 306*, 308*, 311, 418R*, 418W*, 695*, VIGO1*

*go to/from Meopham Station





Meopham School Overview

About Meopham School

Meopham School is a warm and fully-inclusive community set in the beautiful rural setting of the historic village of Meopham. At Meopham School, we strive to ensure all young people are nurtured to become aspirational and resilient in all areas of life. Students are encouraged to become respectful, tenacious, excellent young adults who go on to successful futures.

Our £14 million main school building opened in Spring 2018, and our new £9 million building opened in Spring 2024, offering eight new English classrooms, a Photography lab, a DT and Art suite and a fully equipped Performing Arts studio.

Our Vision

At Meopham School, we work in unity to create an exciting future for every individual, by instilling a culture of tenacity and excellence that both respects and truly improves the lives of all those within our school community.

Our Mission

Our mission at Meopham School is to provide our students with an excellent education through a fully inclusive and appropriately challenging curriculum that provides students with the creativity to meet the demands of an ever-changing world. We will create life-long learners by inspiring our students through outstanding lessons delivered by highly trained and qualified teachers. Through both a traditional academic curriculum at KS3 and KS4 and an ever-growing and highly-ambitious Sixth Form, students will make excellent progress and be encouraged to strive towards top-third universities, highly-sought degree apprenticeships or high-level employment.

Academic excellence is important, but we are also committed to instilling excellence in all aspects of our students' development. Our Culture and Ethos Strategy will establish a safe and stimulating learning environment, and develop tenacious young people who can overcome any barriers to learning and have a strong sense of moral purpose. Our students will go on to make a positive difference locally, nationally and globally.

Our Cultural Capital Pledge will develop our students into well-rounded, confident, excellent young adults who have the greatest respect for themselves and others and can thrive in all contexts. We are committed to promoting unity with our partners in the local area through an extensive Community Engagement Programme, which enriches our students' educational experience and establishes the school as a leading institution within Meopham, Gravesham and beyond.

We will empower our staff through an aspirational professional development programme, which provides meaningful and ambitious career routes for all staff. Meopham School will become a beacon of teaching excellence through its cutting-edge, forward-thinking pedagogy.



Meopham School Overview

Meopham School's TRUE Values

Meopham School

Tenacity, Respect, Unity, Excellence

Tenacity - we do not give up when things get tough. We know that sometimes in life we face challenges and we recognise that these challenges are opportunities for growth. When life knocks us down, we pick ourselves up, we dust ourselves off and we try again. We believe in a bright future and that we create our own destinies. We don't expect things to be handed to us on a plate. It is our life and our responsibility to shape it in the way we want.

Respect - we demonstrate respect in all we do. We are respectful and courteous to everyone we meet. This is a non-negotiable. We celebrate our differences and champion our diversity. We have the greatest respect for ourselves, for others and for our surroundings.

Unity - as a school, we work for each other: we share in our successes; we support each other through challenges and we are all jointly responsible for the community we uphold. We are proud to be active members of our local village community, making a positive contribution to life in Meopham and beyond. We help each other to grow in confidence and support each other in shaping our own paths through life.

Excellence - we strive to be the very best in all our endeavours, whether that be academically, creatively, competitively or morally - we dream big and never put limits on ourselves or others. We are encouraged to think for ourselves and demonstrate independence. We develop excellence as a habit and recognise that talent isn't enough. True excellence is only achieved through practice and effort.



Meopham School Overview

Teaching and Learning - FIRE Strategies

Meopham School is particularly proud of its highly consistent approach to teaching and learning, which reflects our view that effective lessons will have FIRE at their heart:

Feedback: include appropriate and effective assessment and feedback opportunities;

Inclusivity: be fully inclusive and enable progress for all students;

Retrieval: allow opportunities for retrieval of key identified knowledge and skills;

Engagement: stimulate and encourage student curiosity, engagement and a love of learning.

“Leaders have high aspirations for pupils and make sure that all experience effective teaching overall.” (Ofsted April 2023)

Curriculum

Our curriculum is broad and balanced, and students benefit from a wide suite of subjects designed to meet the needs of tomorrow’s world. Essential skills of literacy, oracy and numeracy are woven through lessons across the curriculum.

“Across subjects, staff have strong subject knowledge and give clear explanations of lesson content. This was especially evident in teaching in the Sixth Form.” (Ofsted April 2023)

Inclusivity

At Meopham School we value children of all abilities, and offer a fully inclusive environment. We are especially proud of The Windmill, a specialist provision on-site for students with ASC.

We understand that every child is unique, and so we tailor our teaching and curriculum to help all students reach their full potential. Our aim is to ensure each pupil makes the greatest possible progress from their own individual starting point.

“Leaders identify well the needs of pupils with special educational needs and/or disabilities (SEND). These pupils are well supported through the adaptations that teachers make for them in lessons.” (Ofsted April 2023)



The Application Process

Applications will only be accepted from candidates completing the appropriate application form. All sections of the form which are applicable to you must be completed as clearly and fully as possible.

Please note CVs will not be accepted in place of a completed application form.

Application forms can be found on the Kent-Teach website and applications should be made via this route. Alternatively, completed [SAT Application Forms](#) can be sent by email to diane.mills@swale.at or by post to the following address:

Mrs Diane Mills
Meopham School,
Wrotham Road,
Meopham,
Gravesend
DA13 0AH

The Shortlisting and Interview Process

After the closing date for this post a panel will conduct the shortlisting process. You will be selected for interview based entirely on the contents of your application form, it is therefore important that you fully read the Job Description and Person Specification prior to completing your form. Meopham School may complete online checks of any candidates as part of the shortlisting process.

After the shortlisting process has been completed candidates who have been selected for interview will be informed, and provided with full details of the interview programme. If you have not heard from us within 10 working days of the closing date for this post, you have, on this occasion, unfortunately been unsuccessful.

All candidates who are invited to interview must bring the following original documents:

- Documentary evidence of right to work in the UK
- Visual identification which includes a photograph, usually a passport or driving licence
- Documentary proof of current name and address
- Where appropriate any documentation evidencing change of name
- Certificates of educational or professional qualifications that are necessary or relevant for the post

Conditional Offer

Any offer of employment will be conditional upon a number of formalities, including, but not restricted to the following:

- Verification of right to work in the UK
- Receipt of two satisfactory references
- Verification of identity checks and qualifications
- Satisfactory enhanced DBS check, as well as additional checks that may be appropriate if you have worked or been resident overseas in the previous five years
- Satisfactory pre-employment health clearance
- A check against the Teacher Service Register for any teaching prohibition or restriction orders where you are applying for a teaching role or if you have previously held a teaching role in past [employment](#).



Safeguarding

Our Trust has robust safer recruitment procedures to help prevent unsuitable people from working with children.

All individuals working in any capacity at our Trust will be subjected to safeguarding checks in line with the statutory guidance Keeping Children Safe in Education.

Swale Academies Trust schools will conduct an online check of shortlisted candidates in line with the Keeping Children Safe In Education guidelines.

Retention of information

All information is stored securely and any information supplied by unsuccessful candidates will be destroyed through the confidential waste system after six months from the date of the interview, in accordance with our retention of records procedure.

Privacy Notice

Please refer to the Trust's [Privacy Notice](#) for job applicants for information about how we use any personal data about them we hold.

Swale Acadmies Trust is committed to fostering a diverse and inclusive workplace where everyone feels valued and respected. We actively seek applications from individuals from all backgrounds and experiences.

Overview of Swale Academies Trust

Since its creation in September 2010, Swale Academies Trust has developed into one of the South East's leading Multi-Academy Trusts.

Our purpose is to develop good and outstanding schools and ensure the rapid improvement of schools with challenges. As the Trust has grown and developed, we continue to ensure that effective school support and leadership is maintained. The Trust's approach to school improvement is based on a combination of CPD, capacity building and collaboration, with a relentless focus on teaching and pupil progress, in order to effect rapid and sustained improvements in outcomes for young people.

The Trust is an organisation which is driven by the belief that all children deserve a good quality education where they are seen as individuals and above all are exceptionally well cared for.

Swale Academies Trust - Schools

Primary

- Beaver Green Primary School, Ashford
- Istead Rise Primary School, Istead Rise
- James Dixon Primary School, Bromley
- Langney Primary Academy, Eastbourne
- Parkland Infant School, Eastbourne
- Parkland Junior School, Eastbourne
- Regis Manor Primary School, Sittingbourne
- Shinewater Primary School, Eastbourne
- South Borough Primary School, Maidstone
- Westlands Primary School, Sittingbourne

Secondary

- Meopham Secondary School, Meopham
- Peacehaven Community School, Eastbourne
- The Eastbourne Academy, Eastbourne
- The Holmesdale School, Snodland
- The North School, Ashford
- The Sittingbourne School, Sittingbourne
- The Turing School, Eastbourne
- The Whitstable School, Whitstable
- Westlands Secondary School, Sittingbourne

Central Support Services

- Human Resource Team
- Finance Team
- ICT Team
- Estate Management
- Governance and Communications

Swale

ACADEMIES TRUST



OUR MISSION

A family of schools that **supports, inspires and empowers** everyone to be their best.

OUR VISION

A sustainable future where **every individual thrives** through personalised learning and opportunities that instil a sense of belonging and purpose.



Excellence

We pursue the highest standards, with the focus on continuous improvement and excellent pupil outcomes.

Integrity

We are honest and treat individuals fairly, acting in the best interests of our pupils.

OUR VALUES

Collaboration

We work together to achieve more than we could individually, sharing good practice and learning.

Agility

We are curious and innovative, embracing both challenge and change.

Empathy

We actively listen to understand another person's experience, nurturing an inclusive environment.

