



The Rudheath
Senior Academy

Opening Children's Eyes to the Wonderful World of Possibility



Inclusion Room Manager

Welcome to Rudheath Senior Academy

Rudheath Senior Academy is an 11-16 secondary school in Northwich, Cheshire. At the centre of our culture are two key qualities - **Excellence and Kindness**. Our mission is simple; to ensure that every one of our students leave us equipped with the necessary skills, qualifications and mindset to take the next steps in leading a deeply rewarding life.

Since the school joined North West Academies Trust in 2018, there has been nearly £8m invested to improve facilities for both children and staff. This investment has produced facilities that are second-to-none and enabled specialist teaching across the curriculum.

The work to rebuild the school has been about more than bricks and mortar. Educationally, we do things differently. A separate Year 7 Hub was created to ease the transition for our younger pupils from primary to secondary education. The introduction of careers development alongside a breadth of enrichment days has significantly increased pupils' future opportunities.

We endeavour to nurture caring, trusting and positive relationships between students, staff, parents and carers, and we make a promise that every pupil will leave here as a resilient, independent and happy individual.

Rudheath Senior Academy is committed to the safeguarding of children and young people. An enhanced disclosure from the DBS is required.





About North West Academies Trust

NWAT believes that an aspirational and inspirational education is the right of every child.

Our success is driven by a commitment to relentlessly work to improve standards and outcomes for our pupils.

As specialists in providing high-quality education, we are passionate about supporting schools within their communities and helping to ensure outstanding learning opportunities for every child.

The ten schools in our trust provide high-quality teaching and strong leadership in a creative, supportive and aspirational environment.

We focus on driving up standards and have the necessary experience of improving standards in education to provide the right learning environment for all children and young adults to achieve their full potential.

We are an organisation built on strong foundations, enabling us to expand and welcome new schools with ease, whilst retaining focus on our core commitment to excellence in education.



About The Role

This is an exciting new role with the potential to significantly impact the day-to-day experience of the children in our school. We are looking to appoint an enthusiastic and qualified individual to be a key member of the inclusion team to provide support and guidance to students and removing barriers to learning to promote effective student participation, enhance individual learning, raise aspirations, and support students to achieve their full potential.

Our ambition is clear. We want all our students to feel safe, nurtured, supported and inspired at Rudheath Senior Academy. Our Inclusion Room Manager will work closely with the SENDCo, senior leaders and other multi-agency stakeholders to support students across Key Stage 3 and 4 who require intervention to support their individual needs.

The successful candidate will be an inspirational role model for students who have been issued with consequences through the school's Behaviour Policy and will be relentless about supporting those students on their journey to be reintegrated in mainstream classes.

This role will involve some teaching of small groups, 1-1 intervention sessions, alongside data analysis and reporting of progress to help support students to be reintegrated within the main school environment.

Our ideal candidate will be someone who has a wealth of experience within pastoral and inclusion school settings, be experienced in the delivery of curriculum content to small groups, be confident and resilient to overcome barriers to learning, and have the initiative, ability and desire to creatively support students. The postholder will work in collaboration with a range of stakeholders to ensure our inclusion provision is of excellent quality.

How to Apply

Should you wish to apply for this role, please complete an application form and submit a covering letter to recruitment@rudheathsenioracademy.org.uk.

Acting Head Teacher: Miss Julie-Ann Wilson
Business Manager: Mr Jack Jevons

We reserve the right to close this vacancy early should we receive an overwhelming response. All candidates are advised to refer to the job description and person specification before making application.

Applicants who have not heard from us within two weeks of the deadline should assume they have been unsuccessful in being shortlisted.

Rudheath Senior Academy and North West Academies Trust are committed to safeguarding and protecting the welfare of children and expects all staff, visitors and volunteers to share this commitment. An enhanced Disclosure and Barring Service Certificate will be required for all posts.

Follow us on Facebook and Twitter. Further details can be found on our website at www.rudheathsenioracademy.org.uk.

Job Description

Title:	Inclusion Room Manager
Department:	Inclusion / Support Staff
Reports to:	Assistant Head Teacher
Working hours:	37 hours per week with a 30-minute unpaid lunch break
Working pattern:	Worked over five days: 08:30am until 16:30pm (16:00pm one day per week) Worked over 41 weeks per year (Term Time + 3 additional weeks), to attend events and parent information evenings.
Salary:	Local Government Pay Scale, SCP23 - SCP25 Full Time Equivalent: £28,226 - £30,095 per annum Actual Salary: £25,491 - £27,179 per annum (after pro-rata)
Responsible for:	<ul style="list-style-type: none"> Facilitating and encouraging a learning experience which provides students with the opportunity to achieve their individual potential and celebrate that achievement, as outlined in the personalised learning plan for each student. Monitoring the emotional and academic needs of students, to enable them to achieve good educational attainment which is line with their peers. To ensure students learn and develop effectively by following an appropriately broad, balanced, relevant, and alternative curriculum for students learning in the internal inclusion room.

Main Responsibilities:

- To be an inspirational role model for students who have been issued with consequences via our Behaviour Policy and to be relentless about not giving up on children.
- To provide a complementary behaviour support service to existing teachers and pastoral staff in school, addressing the needs of children who need support to overcome barriers to learning both inside and outside the school in order to achieve their full potential.
- To develop and embed outstanding routines in the internal inclusion room.
- To receive and admit students into the internal inclusion room and manage and take responsibility for a centralised logging system, ensuring registers are centrally set so that attendance is accurately logged.
- To ensure students complete a reflection sheet considering why they have been admitted and how they will address their behaviour going forwards.
- To ensure lost learning is minimised by supporting students to access online learning via the provided technology and supporting learning, especially in core subjects.
- To manage the school's internal inclusion room ensuring that appropriate standards of learning and behaviour are maintained.
- To act as a mentor for individuals or small groups and work on interventions or programmes to support behaviour as directed by the senior leadership team.
- To attend inclusion and intervention meetings regularly and contribute knowledge about the students discussed.
- To manage internal inclusion same day detentions and support with restorative conversations during the allocated time.
- To produce weekly data reports that are circulated to SLT/Head of Years, which show the numbers of students admitted to the internal inclusion room and analyses

patterns of referrals as well as producing a summary half termly report for Governors and Trust.

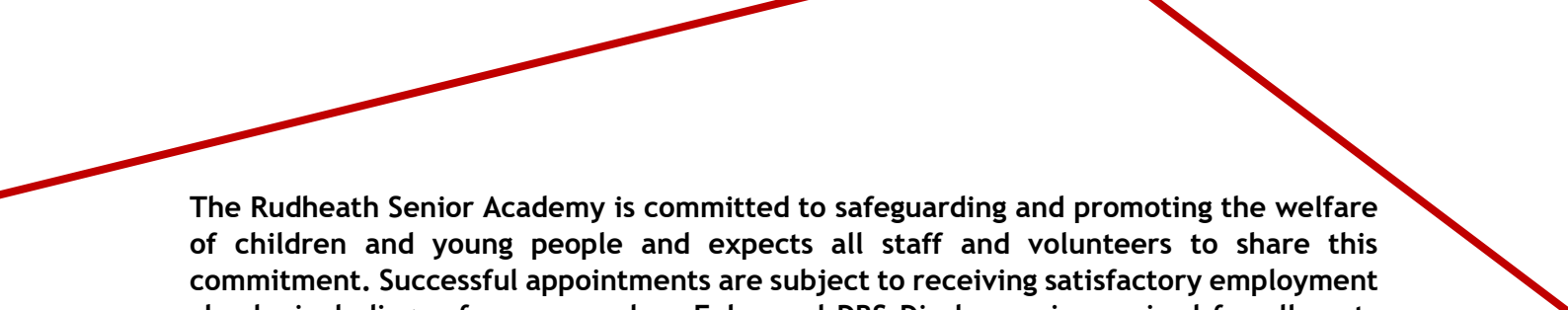
- To be responsible for promoting and safeguarding the welfare of children and young people within the school and to report any issues via CPOMS as required.
- Work with the SENDCo, Designated Safeguarding Lead and other multi-agency teams to implement a personalised learning plan for every student in the internal inclusion room.
- To maintain regular contact with families/carers, to keep them informed of the child's needs and progress and to secure positive family support and involvement.
- To support senior leaders in delivering the clear purpose and direction for the internal inclusion room, with a focus on education and achievement.
- To deliver an inclusive broad, balanced, relevant and alternative curriculum for all students at all times, offering appropriate teaching of English, Maths and Science on par with mainstream education.
- To ensure the teaching and learning of the alternative curriculum leads to improved student motivation and confidence, attendance and engagement in education.

Staff Development:

- To take part in the school's staff development programme by participating in arrangements for further training and professional development.
- To engage actively in the appraisal process.
- To work as a member of a designated team and to contribute positively to effective working relations of that team and within the school as a whole.
- To liaise with the SLT, SENDCo, Designated Safeguarding Lead, to ensure effective provision.

Responsibilities common to All Staff:

- Foster RSA's vision and objectives.
- Ensure equality and diversity is celebrated and promoted through all practice, and that success is achieved through widening participation and encouraging access to a diverse range of students.
- Effectively discharge RSA's responsibility for safeguarding students.
- Work within the RSA Health and Safety policy to ensure a safe working environment for staff, students and visitors.
- Maintain high professional standards of attendance, punctuality, appearance, conduct and positive, courteous relations with students, parents and colleagues.
- Engage actively in the performance review process.
- Adhere to policies and procedures as set out in the staff handbook or other documentation available to all staff.
- Attending appropriate professional development/training sessions, courses or meetings to ensure that skills are maintained and developed to meet the changing needs of the college.
- Comply with the provisions of the Data Protection Act and adhere to the requirements of all staff to maintain confidentiality in respect of governors, staff, parents, students and members of the general public.
- Be responsible and accountable for carrying out the post with regard to the school's Safeguarding Policy, Equal Opportunity Policy. Health and Safety at Work Act and any other relevant policies and procedures.

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The Rudheath Senior Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Successful appointments are subject to receiving satisfactory employment checks including references and an Enhanced DBS Disclosure is required for all posts involving regulated activity.

This job description is intended as a general guide to the duties attached to the post and is not an inflexible specification. It may, therefore, be altered from time to time to reflect the changing need of the service, always in consultation with the post holder.

Person Specification

Candidates should use this person specification to help them consider if they meet the essential and, where possible, desirable criteria for the post. Candidates should then make reference to this in their application form and letter of application.

	Essential	Desirable
Moral Purpose	<ul style="list-style-type: none"> • Relentlessly committed to improving the experience and quality of academy life and outcomes for all pupils. • Ability to be a consistent role model of outstanding professional behaviour. • Absolute commitment to leading, promoting and embodying school ethos. • A strong commitment to inclusion, improving social mobility and overcoming barriers to learning and achievement. • Commitment to safeguarding and promoting the welfare of children and young people. 	
Qualifications	<ul style="list-style-type: none"> • Degree standard qualification as a minimum. • Relevant knowledge of teaching specifications. 	<ul style="list-style-type: none"> • Qualified Teacher Status • Previous experience in teaching.
Experience, skills and knowledge	<ul style="list-style-type: none"> • Pastoral experience of working with children to support outcomes. • Excellent communication skills. • Ability to adapt to different situations. • Experience of working effectively within a team or participatory work groups. • Evidence of effective administration and organisation. • Be endlessly positive and patient and persistent especially 	<ul style="list-style-type: none"> • Experience teaching across curriculum areas and key stages. • Experience working with vocational qualifications (BTEC).

	<p>with children with the most complex needs.</p> <ul style="list-style-type: none"> • Be able to work with and analyse data. 	
Additional skills	<ul style="list-style-type: none"> • Competent in ICT and willing to be trained as required • A clear commitment to developing learning opportunities • A demonstrable ability to understand and use assessment data, review patterns and take appropriate action • Demonstrable ability to undertake rigorous self-evaluation and use the findings effectively • Willingness to engage in the extra-curricular life of the school 	
Personal Qualities	<ul style="list-style-type: none"> • Commitment to uphold the seven principles of public life (the Nolan Principles) at all times. • Commitment to self-development. Be able to demonstrate that they are: ambitious, positive, resilient, reflective and principled. • Accuracy and attention to detail. 	
Sense of Perspective	<ul style="list-style-type: none"> • Ability to deal with stressful situations and pressure in a calm manner. • Appropriate personal humility coupled with absolute ambition for our school and our children. • Ability to maintain a healthy perspective in challenging circumstances. 	