

Job Description

Responsible to: SLT/ Pastoral Teams/ WyeLearn Centre Manager

Main Purpose of the role:

- ▶ To lead the inclusion/reflection room, providing challenging and motivation support to students to ensure a calm working environment.
- ▶ To deal with pastoral issues for identified students.
- ▶ To ensure that there is an inclusion room curriculum to ensure continuity of learning for attendees.
- ▶ To provide the highest-quality support for students who are disaffected or at risk of exclusion from the curriculum.

Job Activities:

- ▶ Establish productive working relationships with students, acting as a role model and setting high expectations.
- ▶ Promote the inclusion and acceptance of all students.
- ▶ Awareness of, and support, diversity and ensure all students have equal opportunities.
- ▶ Deliver pastoral support which provides a bridge between students and those engaged with them through liaison with the head of year and senior leadership team.
- ▶ To ensure the inclusion/reflection room is supervised at all times.
- ▶ To ensure the inclusion/ reflection room has a calm working environment and that the behaviour of students in the room is in line with that expected in the wider school and that disruptions are dealt with swiftly.
- ▶ To ensure that students attending the inclusion/reflection room are following a curriculum and that work for the students is set.
- ▶ To provide learning support to students whilst they complete their timetabled work.
- ▶ To maintain a bank of resources and work which is available in the room.
- ▶ To log behaviour incidents on SIMS and prepare data reports as necessary.
- ▶ To clarify and explain instructions to students.
- ▶ To ensure students have access to all the equipment needed to work in silence during their time in the room.
- ▶ Keep careful records and facilitate the sharing of information as necessary.
- ▶ To support with the collation of paperwork relating to behavioural incidents, including exclusion paperwork.
- ▶ To support students to develop their behaviours for learning and improve their attitude to staff and students upon their return from time in the inclusion/reflection room.
- ▶ To promote positive behaviour in students and reward effort.
- ▶ To contribute to and monitor the school behaviour records and identify patterns.
- ▶ To liaise with heads of year and the senior leadership team to support with coordinating interventions for key students.
- ▶ Support heads of year in relation to well-being, behaviour and progress of students in the year groups.
- ▶ To ensure the inclusion/reflection room procedures are adhered to, and the room is well maintained, neat and tidy.
- ▶ Be aware of and comply with policies and procedures relating to child protection, health and safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- ▶ Be aware of, support difference, and ensure equal opportunities for all.

- ▶ Contribute to the overall ethos/work/aims of the school.
- ▶ Appreciate and support the role of other professionals.
- ▶ Attend and participate in relevant meetings as required.
- ▶ Participate in training and other learning activities and performance development as required.
- ▶ Record and update attendance records.
- ▶ To facilitate restorative conversations between students and staff.
- ▶ To supervise school detentions as required
- ▶ To establish supportive relationships with the students concerned and to encourage acceptance and inclusion of all students.
- ▶ To communicate promptly with teaching staff as appropriate, reporting any serious concerns regarding a student's welfare.
- ▶ To attend Heads of Year meetings as requested
- ▶ To monitor on a daily basis the students attending the inclusion/reflection room who are on report; check and sign reports.
- ▶ To support investigations into behavioural incidents and report outcomes to the senior leadership team.
- ▶ To ensure students adhere to school rules and maintain standards.
- ▶ To encourage social integration and individual development of students.
- ▶ To check uniform and maintain high standards in students' appearance.
- ▶ To be aware of confidentiality issues linked to home/student/teacher/schoolwork and to ensure the confidentiality of such information.
- ▶ To attend student support meetings and tutor team meetings if needed, in order to provide updates on support programmes and activities, developments in learning support strategies and initiatives and to remain of students' responses to learning support.
- ▶ To keep up to date electronic records relating to pastoral and learning support programmes and activities.
- ▶ To ensure the utmost confidentiality with regard to such records.
- ▶ To establish and foster effective links with parents/carers to motivate and enhance support for disaffected students.
- ▶ Mentor disaffected students and record progress and maintain records and evidence.
- ▶ Awareness of the specific needs of children-in-need, those with special educational needs and young carers.
- ▶ To produce data analysis on the impact of the inclusion room.

Working environment

- ▶ Work demands – impact of deadline and changing and conflicting priorities. Administrative duties never cease by the unprecedented demands made by staff and students means that the work demand can be significant and busy
- ▶ Working conditions – exposure to disagreeable or unpleasant conditions especially challenging pupil behaviour. Well-lit and well-ventilated general office environment. However, might be required to deal with student conflict and aggression, subject to abusive language and swearing or an aggressive parent/carer.
- ▶ Emotional demands – demands can vary from low-level to extremely sensitive subjects involving child protection issues which are upsetting and can be distressing. Dealing with difficult parents/carers and students.

General information

The post holder will be required to comply with the school's policies and procedures. The school has a no-smoking or vaping policy. Staff are not permitted to smoke or vape on any of the school's premises nor in any vehicle used on school business. The post holder will promote the school's health and safety at work policies and ensure that they are implemented effectively within their areas of responsibility.

Employees have a duty to safeguard and promote the welfare of children and young people. It is an essential requirement that staff are aware of the school's safeguarding procedures for sharing information about the welfare of any person for whom they have safeguarding concerns. Staff have a duty to ensure that they attend training to enable them to recognise the indicators for concerning behaviour and receive safeguarding supervision as appropriate.

This job description covers the main duties and responsibilities of the job and will be subject to review and amendment in consultation with the post holder, to meet the changing needs of the school. Other activities commensurate with this job description may, at any time, be undertaken by the post holder.

Person Specification

Post Title: Inclusion/Reflection Room Supervisor	
	Evidence
<p>Experience</p> <p>Experience of working with children and young people</p> <p>Experience of working with young people who have emotional or behavioural difficulties</p> <p>Experience of managing challenging behaviour</p> <p>Experience of producing reports</p>	<p>Application</p> <p>Interview</p>
<p>Qualifications</p> <p>GCSE (or equivalent) English and maths grade C or above (9-4)</p> <p>Have attended relevant training (e.g., behaviour management)</p> <p>Willingness to undertake further training as required</p>	<p>Application</p>
<p>Skills & abilities</p> <p>Ability to work independently and as part of a team</p> <p>Ability to establish and maintain effective working relationships at all levels whilst demonstrating a flexible approach</p> <p>Ability to work under pressure and ensure that deadlines are met</p> <p>Ability to prioritise own workload in order to meet deadlines</p> <p>Ability to convey authority and gain students' respect, apply boundaries and motivate</p> <p>Ability to challenge behaviour in a constructive manner</p> <p>An awareness and sensitivity to students' needs</p> <p>A willingness to support and encourage young people who have emotional and behavioural difficulties</p> <p>Good ICT skills</p> <p>Attention to detail</p> <p>Understanding of confidentiality and integrity when handling student information</p> <p>Ability to be proactive and use own initiative, be creative and think beyond the obvious solutions</p> <p>Organisational skills</p> <p>Interpersonal skills</p> <p>Communication skills</p> <p>Administration skills</p>	<p>Application</p> <p>Reference</p> <p>Interview</p>

Other

Ability to form and maintain appropriate relationships and personal boundaries with children and young people

Willingness to learn and work in support of the school's guidelines, policies and inclusive ethos of the school

Knowledge of wider educational issues

Clear understanding of equal opportunities

A strong belief in the value of diversity and inclusion

Enhanced DBS clearance

