**JOB DESCRIPTION**

**THE ROSELAND MULTI ACADEMY TRUST**

**Job Title:** Inclusion Supervisor

**Grade: F** (Points 1 – 6)

Salary range: £20,450 - £22,885pa

Actual salary: £17,493 - £19,576pa (actual salary)

**Employment**: 44.6 weeks per year

37 hours per week plus 5 INSET days

**Responsible to:** Chief Executive Officer, Headteacher, Leadership Team, Learning Leaders, SENDCo, Chair of the Trust Board,

**Direct/Indirect Supervisory Responsibility:** None

**Important Functional Relationships:** Internal: Chief Executive Officer, Headteacher, Leadership Team, Central Services Team, staff, students, Trustees, Governors.

External: Trust partners, other schools and colleges and services, parents/carers, contractors, visitors to the school.

# Main Purpose of Job

Falmouth School is seeking to appoint an Inclusion Supervisor. If successful, you will join our highly professional team and oversee the RESET, our restorative support area. By your direct engagement and administration, you will enable the leadership team to work more strategically and in your role as Inclusion Supervisor you will support the daily operations and communications as deployed. You will collaborate closely with the pastoral teams, teaching teams and support staff by disseminating the key information, and support the overall organization of the internal inclusion space, RESET. You will be pivotal to the embedding of the Classcharts, Provision Map tools and Restorative Practice initiative. By utilizing these systems and other reporting tools, you will promote our praise and reward systems, promote the Falmouth School Cultures and communicate with parents and carers about their child’s achievements. If appointed, you will engage actively and positively with the specific students, maintain the required stability and consistency of approach whilst providing personalised support where required and enable students to access successfully their education and thrive. You will act as a key point of contact for staff in relation to the on-call support, attendance monitoring, triaging support and evaluating it as well**.** This is a varied and rewarding role, helping to secure high quality teaching and the effective use of resources to bring about improved standards of achievement of all learners.

**Duties and Responsibilities**

* To coordinate quality support for students in school.
* To provide a point of contact for parents/carers of students accessing the internal restorative space, RESET.
* To provide and run bespoke positive therapeutic behaviour and learning programmes.
* To run an efficient Internal Exclusion system, organising and supervising the Restorative Space and supporting recording information on SIMS.
* To produce accurate and up-to-date records and reports as required, including behaviour analysis reports.
* To attend meetings to contribute to the discussions about specific students.
* To supervise students out of lesson times and develop programmes of support.
* To provide consistent and effective support in line with the requirements and responsibilities of your role.
* To establish supportive relationships with the student/s concerned and to encourage acceptance and inclusion of all students.
* To encourage social integration and individual development of students.
* To develop methods of promoting and reinforcing students' self-esteem.
* To accompany children on educational visits and outings, when applicable.
* To assist with the assessment, monitoring and recording of student progress, health, behaviour and general wellbeing.
* To feedback any information (including concerns) regarding the wellbeing and educational needs of students to a member of staff, Leadership Team or Headteacher as appropriate.
* To contribute to the overall ethos of the school and the Trust.
* To engage in all the relevant professional development supporting your role and improving the quality of education and improving the positive student relationships and wellbeing.
* To be aware of, and work in accordance with, the Trust's child protection policies and procedures, and to raise any concerns relating to such procedures which may be noted in the course of duty.
* To be aware of, and adhere to, applicable rules, regulations, legislation, policies and procedures within the Trust including health and safety, safeguarding, equality and diversity and data protection.
* To maintain confidentiality of information acquired in the course of undertaking duties for school and the Trust.
* This role is based at Falmouth School but you may be required to attend or work at other schools within the Trust to collaborate/support staffing teams.

**Expectations**

* All staff are expected to positively self-evaluate to ensure an outstanding education for our students.
* To know and engage in our school staff cultures and support each other in achieving outstanding education for our students.
* To lead in your role and engage in performance management and professional development opportunities.
* To work collaboratively with colleagues across The Roseland Multi Academy Trust to improve Trust wide systems.
* Attend induction training; training as appropriate and training relevant to the post and to maintain active engagement in the classroom based CPD, as well as specific SEND-related professional development.
* To undertake such other duties as are commensurate with the grade of the post, as may be reasonably required by your Headteacher.

Falmouth School, part of The Roseland Multi Academy Trust is committed to safeguarding and promoting the welfare of children, and expects all staff to share this commitment. The successful candidate will be required to undertake an Enhanced DBS check and online searches will be carried out for shortlisted candidates.

**PERSON SPECIFICATION**

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| **ATTRIBUTES** | **ESSENTIAL** | **DESIRABLE** |
| **Relevant Experience** | Practical experience of working in a busy environment.  Practical experience of ICT, email and other office electronic applications ie Google.  Ability to communicate effectively with internal and external bodies. | Experience of working with young people.  Experience of supporting students with various needs in different settings and contexts. |
| **Education & Training** | A GCSE qualification (or equivalent) at a good pass level in English and maths. | Level 3 qualifications or equivalent experience.  Training linked with the safeguarding of young people. |
| **Special Knowledge & Skills** | A commitment to safeguarding and equality.  Good organisational skills and record keeping.  Ability to form and maintain appropriate professional relationships and boundaries with children and young people.  Effective oral and written communication skills.  Sound IT skills to maintain electronic information systems. | Input data into spreadsheets and computer programs (SIMS & pupil tracking systems) and be able to analyse these results to identify trends.  Knowledge of Google Suite platform.  Understanding of the developmental, emotional, social and educational issues of children and young people.  Understanding of working with young people who require or would benefit from emotional support.  Experience of the school environments.  Understanding of safeguarding procedures, including the understanding of working with outside agencies to support the safeguarding of young people.  Knowledge of Classcharts and/or SEN Provision Map.  Knowledge and understanding of Code of Practice, Quality Teach and/or social emotional needs. |
| **Any Additional Factors** | Effective communication and interpersonal skills.  Ability to build effective working relationships.  Enjoying working with young people.  Desire to continually develop professional expertise.  Ability to manage competing demands.  Necessity to remain confidential and discreet and handle sensitive data appropriately. | Experience of working in partnership with parents and professionals.  Driving licence |