



Star

## **STAR ACADEMIES**

*Nurturing Today's Young People, Inspiring Tomorrow's Leaders*

### **INSPIRATION (SEMH) CENTRE MANAGER**

#### **JOB DESCRIPTION**

##### **JOB PURPOSE**

To contribute to the development of a strong, effective school with an emphasis on promoting a culture of educational excellence, within a caring environment enriched with the values of discipline, mutual care and respect which extends beyond the school into the wider community.

##### **JOB SUMMARY**

1. Work under the guidance of senior staff and within an agreed system of supervision.
2. Develop and implement systems which enable excellent learning, progress, and behaviour for pupils in the Inspiration Centre.
3. Co-ordinate the protocols and routines for pupils in the Inspiration Centre to ensure a calm and orderly environment to learn.
4. Co-ordinate outstanding support – including through In-School Inclusion Provision (ISIP) - to enable pupils with SEMH to play a full and active part in the life of the Inspiration Centre and to make outstanding progress in their learning.

##### **KEY RESPONSIBILITIES AND ACCOUNTABILITIES**

#### **1 Learning and Pastoral Activities for Pupils**

- 1.1 Ensure that all pupils in the Inspiration Centre receive:
  - i. The full curriculum at Key Stage 3. This includes all of the statutory and mandatory subjects: English, mathematics, science, history, geography, religion, /PSHE (RSE), computing, design technology, art, PE, MFL and music.
  - ii. The number of lessons for each subject to reflect the offer for other pupils in the year group.
  - iii. Specialist teaching of the normal curriculum, adapted for their ability and to meet their needs.
  - iv. Eight GCSE or vocational courses at Key Stage 4. These are English Language, English Literature, mathematics, Double Award Combined Science, History or Geography, and two Open subjects.
  - v. Where the SENDCO agrees, and it is reflected in the EHCP, an alternative qualification such as Entry Level and Level 1 courses.
  - vi. Their entitlement to creative and technical courses at Key Stage 4.
- 1.2 Visit lessons regularly to ensure that lessons are orderly with good learning.
- 1.3 Ensure each year group is adequately supervised, particularly during social times and lesson transitions.

- 1.4 Lead a daily assembly (or liaise with senior leaders to do so) to all pupils in the Inspiration Centre.
- 1.5 Coordinate a daily Read-Aloud for each year group of pupils in the Inspiration Centre.
- 1.6 Manage social times for pupils, providing a family dining experience at lunchtimes.
- 1.7 Provide feedback to targeted students on their progress and attainment.

## **2 Support for Pupils**

- 2.1 Ensure all teachers apply the Behave Like A Star playbook.
- 2.2 Manage the deployment of Reflection through a 1:1 restorative conversation and reflection time away from the Foundation Set class.
- 2.3 Liaise with specialist staff to enable access of vulnerable pupils to the In-School Inclusion Provision (ISIP) for pupils in the Inspiration Centre.
- 2.4 Use specialist (de-escalation / curricular/ learning) skills/ training/ experience to support pupils.
- 2.5 Assist the SENDCo with the development and implementation of Individual / Behaviour/ Support/ Mentoring plans (Star Maps).
- 2.6 Establish productive working relationships with pupils, acting as a role model and ensuring high expectations amongst all staff.
- 2.7 Promote independence and employ strategies to recognise and reward achievement of self-regulation.
- 2.8 Provide feedback to pupils in relation to progress, achievement, behaviour and attendance.
- 2.9 Assess the needs of students and use detailed knowledge and specialist skills to support students' learning.
- 2.10 Provide pastoral support to pupils, including any first aid requirements.
- 2.11 Co-ordinate 1:1 mentoring arrangements with pupils and provide support for distressed pupils.
- 2.12 Attend to pupil's personal needs and provide advice to assist in their social, health and hygiene development.
- 2.13 Develop a positive relationship with students and promote self-esteem and independence.
- 2.14 Provide any additional support for students with disabilities, including on 'personal hygiene' to secure wellbeing and to enable them to participate fully in the life of the school. Where this requires support for toileting using a hoist or other specialist equipment, training will be provided.

## **3 Half-Termly Review Meetings**

- 3.1 Lead the half-termly review meeting involving the pupil and parents/carers to reflect on the progress made and to determine next steps for each pupil in the Inspiration Centre.
- 3.2 Ensure that only pupils approved for the Inspiration Centre are accommodated in the resource.

## **4 Support for the School**

- 4.1 Manage support assistants within the Inspiration Centre and support their induction and professional development.
- 4.2 Support the maintenance and enhancement of the school's ethos and mission through their own outstanding professional conduct and high expectations of others.
- 4.3 Lead in creating a culture in which effective learning can take place.

- 4.4 Ensure that accurate and detailed records are kept of meetings and discussions with parents and outside agencies.
- 4.5 Work within school policies and procedures.
- 4.6 Attend and participate in individual and team meetings as required.
- 4.7 Undertake personal development and improve own practice through training, observation, evaluation and discussion with colleagues including performance management and use this to support others.
- 4.8 Undertake planned provision for pupils on visits, trips, out of school activities and enrichment programmes and take responsibility, as required.
- 4.9 Work as part of a team and support the role of other people in the team.

## **5 Other Responsibilities**

- 5.1 Promote the Trust's vision of 'nurturing today's young people, inspiring tomorrow's leaders'.
- 5.2 Champion the Trust's values of 'Service', 'Teamwork', 'Ambition' and 'Respect'.
- 5.3 Contribute to the wider life of the Trust and the Star community.
- 5.4 Carry out any such duties as may be reasonably required by the Trust.

## **6 Records Management**

- 6.1 All staff who create, receive, and use records in the course of their job are responsible for ensuring that records are managed appropriately. It is therefore likely that this post-holder will have responsibility for record-keeping as part of the role. Employees are required to be conversant with the Trust's policies and procedures on records management.

*This appointment is with Star Academies. The job description forms part of the contract of employment of the person appointed to this post. It reflects the position at the present time only and may be reviewed in negotiation with the employee in the future. The appointment is subject to the terms and conditions outlined in the 'Star Academies Contract'.*



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### PERSON SPECIFICATION

No	CATEGORIES	Essential/ Desirable	Assessed by:	
			App Form	Interview/ Task
<b>QUALIFICATIONS</b>				
1.	Degree level qualification or equivalent experience.	<b>E</b>	✓	
2.	Level 3 qualification (NVQ level 3 or A level).	<b>D</b>	✓	
3.	GCSE in English and mathematics at Grade C or above.	<b>E</b>	✓	
4.	Be a qualified Teacher with QTS.	<b>D</b>	✓	
<b>EXPERIENCE</b>				
5.	Leadership experience in an Alternative Provision with children in a secondary school or other setting.	<b>E</b>	✓	✓
6.	Supporting children with special educational needs and/or Disabilities (SEND).	<b>E</b>		
7.	Supporting children with English as an additional language (EAL).	<b>D</b>	✓	✓
8.	Contributing to the development, monitoring and review of Individual Education Plans (IEPs) and/or Education Health and Care Plans.	<b>E</b>	✓	✓
9.	Training in a range of literacy strategies and approaches, for example the teaching of Reading, Spelling, Phonics following a suitably recognised scheme.	<b>E</b>	✓	✓
10.	Evidence of specialism in specific curriculum areas or areas of particular learning need.	<b>E</b>	✓	✓
<b>ABILITIES, SKILLS AND KNOWLEDGE</b>				
11.	Ability to maintain positive relationships with students, parents and staff.	<b>E</b>	✓	✓
12.	Ability to work effectively within a team.	<b>E</b>	✓	✓
13.	Effective classroom and behaviour management skills.	<b>E</b>	✓	✓

No	CATEGORIES	Essential/ Desirable	Assessed by:	
			App Form	Interview/ Task
14.	Ability to communicate effectively using technology.	E	✓	✓
15.	Good ICT skills for word-processing, use of learning software and accessing on-line resources.	E	✓	✓
16.	Good knowledge of the secondary curriculum.	D	✓	✓
17.	Knowledge of strategies to support students with specific SEND e.g. SEMH, physical disabilities, visual and/or hearing impairment, dyslexia.	D	✓	✓
18.	Trained in first aid, to provide first point of contact for students in the inclusion centre.	D	✓	✓
<b>PERSONAL QUALITIES</b>				
19.	A passionate belief in the Trust's vision of 'nurturing today's young people, inspiring tomorrow's leaders'.	E	✓	✓
20.	A strong commitment to the Trust value of 'Service'.	E	✓	✓
21.	A strong commitment to the Trust value of 'Teamwork'.	E	✓	✓
22.	A strong commitment to the Trust value of 'Ambition'.	E	✓	✓
23.	A strong commitment to the Trust value of 'Respect'.	E	✓	✓
24.	Commitment to support Star Academies' agenda for safeguarding and equality and diversity.	E	✓	✓
25.	Sympathetic to and supportive of the Mixed Multi-Academy Trust Model and ethos of the Establishment.	E	✓	✓