

The Role

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| Title: | Internal Exclusion Co-ordinator |
| Contract: | Permanent |
| Hours: | 37 hours per week, term time only |
| Grade: | 6 |
| Salary: | £21,123 - £22,973 (FTE £24,684 - £26,845) (depending on experience) |
| Start Date: | January 2022 |
| Closing Date: | Mid-day Wednesday 7th December 2022 |
| Interview Date: | To be agreed |

If you are seeking an authentic experience in a progressive and award-winning school, then **consider this your personal invitation to USH**. We are a heavily oversubscribed community school which proudly and successfully delivers values-led education. We are known for our excellent career progression routes and we attract professionals who are willing to contribute to our sustained success whilst embracing our family ethos. Ofsted (Oct 2019) said 'Both staff and pupils are proud of the inclusive nature of the school.'

We are looking to appoint an Internal Exclusion Coordinator to work alongside the Guidance Team to raise educational achievement of identified vulnerable students. Their key role will be to support and deliver alternative provision for students who have been given the serious consequence of an exclusion that takes place at USH rather than at home.

The postholder will therefore be required to supervise students who have been withdrawn from lessons, working with them and their teachers to ensure there is a minimal disruption to learning.

The successful candidate will:

- Have energy and a "can do" philosophy
- Be able to demonstrate qualities of patience, firmness and sensitivity in establishing relations with students and staff
- Have some knowledge of effective intervention programmes and the use of restorative practices
- Have experience of and commitment to working with young people with emotional difficulties or challenging behaviour
- Experience of working with children with additional needs and be strong with behaviour management
- Have strong communication skills

We can offer you:

- A dedicated team who place students at the heart of everything
- Amazing students who are proud to be part of the school
- An open and honest professional culture and learning community
- Excellent CPD opportunities and Training and Development Programmes.
- In-house Teaching School.
- An individual induction programme supported by a mentor.
- Networking groups for Teachers, Business Managers, Site Teams and IT staff.
- Eligibility to join the Teachers' Pension Scheme or Local Government Pension Scheme.

- Generous holiday entitlement for staff working 52 weeks per year which increases with length of service.
- Free eye tests up to the value of £25 for users of VDU equipment and contribution up to the value of £60 towards the purchase of glasses specifically for the use of display screen equipment (where all conditions are met).
- Opportunity to become a school workplace Health and Wellbeing representative, meeting with other schools on a termly basis and feeding into the Health and Wellbeing strategy.
- Access to the Trust Health and Wellbeing pages.
- Access to a staff benefits portal through Sodexo and Portsmouth payroll.
- Free confidential telephone and face to face counselling for staff and family members.

The successful applicant will be welcomed and supported in our friendly environment where we have a passion for learning.

APPLICATION PROCEDURE

We positively encourage prospective candidates to enquire about our school prior to applying. Please contact our recruitment team via email: recruitment@ushschool.org

Full details and application forms can be downloaded from our website: http://uppershirleyhigh.org/staff_vacancies. Please return your completed applications to recruitment@ushschool.org.

SAFEGUARDING

All schools within the Trust are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment.

We will ensure that all our recruitment and selection practices reflect this commitment. All successful candidates will be subject to Disclosure and Barring Service checks along with other relevant employment checks.

THE JEFFERYS EDUCATION PARTNERSHIP

The Jefferys Education Partnership is part of an umbrella Trust called the Hamwic Education Trust. At the Hamwic Education Trust we offer unique opportunities for those individuals that excel in education.

We aim to deliver an outstanding education to our pupils and to do so we must employ **outstanding** people.

We offer a training pathway for all employees including teachers, support staff and our middle and senior leaders.

Our staff have opportunities to work on cross phase projects and to work in other schools within the Trust in order to gain invaluable experience and enhance their skills.

Job Description

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| Title: | Internal Exclusion Co-ordinator |
| Hours: | 37 hours per week, term time only |
| Responsible to: | Deputy Head |
| Liaising with: | All staff and students |

Job purpose:

The Internal Exclusion Coordinator will work alongside the Guidance Team to raise educational achievement of identified vulnerable students through support and alternative provision when internal exclusion is used as a consequence for poor behaviour.

Principle Aim:

To supervise all students who are withdrawn from lessons, liaising with staff across the school to ensure these students continue to learn during this serious consequence and can then transition back into the mainstream of the school.

Key Duties:

- To ensure all administration related to the smooth running of the IE Room is completed.
- To be responsible for the supervision of all students who are withdrawn from lessons and given a period of time in the internal exclusion facility.
- To keep detailed records of each student's progress based on careful observations and assist in the assessment of the student's special educational needs according to the SEN code of practice.
- Develop constructive relationships with students and interact with them according to individual needs using the tools of Restorative Practice to support development.
- Develop an independent working environment for students withdrawn from lessons.
- Promote high expectations of behaviour, dealing promptly with conflict and incidents in line with established policies and encourage students to take responsibility for their own behaviour.
- Ensure all appropriate information and communications are disseminated to appropriate staff.
- Comply with all policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- To report to Senior Leadership Team on issues relating to a student's behaviour and attitude, level of support and other professional matters.
- To have the ability to deal with difficult situations and challenging behaviours.
- To support the Senior Leadership Team where student behaviour results in the requirement for removal from class.
- To track, monitor and intervene to reduce rates of internal truancy.
- To attend and contribute to the regular team meetings and development sessions and external training as appropriate.
- To attend staff briefings and staff meetings.

Support for Students:

- To develop an understanding of the needs of identified students.
- To take into account the students special needs and ensure their access to the work set and its content through appropriate clarification, explanations, equipment and materials.
- To support the behavioural and emotional needs of the students in line with school policies.
- To supervise, scribe, read and invigilate for external examinations where required.
- To promote inclusion and acceptance of all students.
- To provide feedback to students in relation to progress, achievement and behaviour.
- To work as part of a team in relation to individual students, liaising, advising and consulting where appropriate.
- To be aware of school policies and procedures, including those relating to confidentiality and Child Protection.
- Contribute to the overall ethos, work and aims of the school by attending meetings and training sessions.
- To carry out lunchtime and break time duties.

Key Responsibilities:**Daily/Weekly:**

- Word processing of letters and documents, along with maintenance of databases.
- Supervise all students who are withdrawn from lessons and given a period of time in IE.
- Liaise with staff regarding key students, collating appropriate work for the students to complete in IE.
- Liaise with teaching staff regarding transition back into lessons.
- Contact parents as required regarding specific concerns.
- Update MIS as required.
- Be responsible for Internal Exclusion Room, ensuring it has a tidy, calm, working atmosphere to support the students.
- Support the Guidance Team where required.

Supporting the school:

At an appropriate level, according to the job role, grade and training received, all employees in the school are expected to:

- Support the aims, values, mission and ethos of the school and participate in a team approach to all aspects of school life.
- Attend and contribute to staff meetings and INSET days as required, and identify areas of personal practice and experience to develop.
- Take appropriate responsibility for safeguarding and children's welfare and be aware of confidential issues linked to home/child/teacher/school and keep confidences appropriately.
- Be aware of health and safety issues and act in accordance with the school's Health and Safety Policy.

Other Duties

The postholder may be expected to carry out duties other than those given in the job description where the level of responsibility is similar and he/she has appropriate qualifications or receives appropriate training to carry out these duties.

The postholder must:

- Ensure that Trust policies and procedures are implemented and followed.
- Work as appropriate with the Trust Central Services team in matters relating to finance, HR, IT and Health and Safety.

Person Specification

Title: **Internal Exclusion Co-ordinator**
Grade: **6**

| Skills/ ability/ experience | To do what? | How well? Now or with training? | How important at the time of appointment? |
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Knowledge & Understanding:

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| English and Maths to GCSE Grade C or equivalent | To demonstrate a good level of numeracy and literacy | Now | 5 |
| Some experience in the support of the emotional literacy of students and the use of Restorative Practice techniques | To understand students' barriers to learning and enable them to overcome these | Desirable now – or MUST be willing to undertake training | 4 |
| Previous experience of working with secondary school aged children with social, emotional and behavioural difficulties, and with their parents | To understand, support and engage the children To form good, positive working relationships with the parents | Essential now | 5 |
| Previous experience of working with and guiding the learning of children within a secondary school setting | To understand and support the students in their learning | Essential now | 5 |

Mental Skills:

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| Ability to plan in short/medium term | To plan work activities for groups of children who may display a variety of behavioural difficulties | Now | 5 |
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Interpersonal & Communication Skills:

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| Ability to communicate effectively with a range of audiences through excellent written and oral communication skills | To establish positive and respectful relationships with students and parents, to enable effective support, advice and counselling to be provided | Now | 5 |
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Physical Skills:

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| Keyboard skills | To produce reports and documentation | Now | 3 |
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Initiative & Independence:

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| Ability to work on own initiative and to organise/prioritise own workload | To work independently and to make decisions on day to day issues without recourse to line manager | Now | 4 |
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Physical Demands:

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| N/A | | | |
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Mental Demands:

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| Ability to concentrate on detailed work for prolonged periods of time | To analyse data, produce reports, concentrate in meetings etc | Now | 5 |
| Ability to deal with conflicting priorities and cope with pressure | To manage interruptions and to meet deadlines | Now | 5 |
| Awareness of needs/demands of young children (particularly those with specific behavioural/emotional needs) and how they act/react | To react to children's needs and demands and to ensure their safety and welfare | Awareness now | 5 |

Emotional Demands:

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| Ability to work with, support, understand and empathise with children who may have a complex range of emotional, behavioural and physical needs | To work with individuals or groups of children who are experiencing social, emotional and/or behavioural difficulties and to establish relationships with their parents | Essential now. Training given in specific procedures | 4 |
| Ability to remain calm when working with students, utilising the tools and techniques of Restorative Practice (RP) | To listen to children, establish relationships and (in accordance with school policies and procedures) be able to act/deal appropriately with emotionally difficult situations | Ability to adapt techniques to RP if no experience | 4 |

Responsibility For People:

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| Understanding of key safeguarding issues and procedures | To ensure correct reporting and monitoring of any safeguarding issues arising across the school To maintain appropriate levels of confidentiality and data security in | Good understanding now – training given in specific | 5 |
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| | respect of personal / pupil / colleague information | school procedures | |
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Responsibility For Supervision:

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| N/A | | | |
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Financial Responsibility:

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| N/A | | | |
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Responsibility For Physical Resources:

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| Ability/experience in using school computer systems (SIMS) and general office systems (MS Word etc) | To produce documentation and correspondence; maintain confidential records; run reports and analyse data | Ability now; training given in specific systems | 3 |
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