JOB DESCRIPTION

Post title: Learning Inclusion Coordinator (Key Stage 4)

Responsible to: Assistant Headteacher

Post Grade: Teaching Scale MPS1 to UPS3

Hours: Monday to Friday 8.00am to 3.30pm, subject to directed time (1265 hours)

Contract: Permanent

Purpose of the Post

To provide high-quality educational, pastoral and mentoring support for students accessing The Harbour provision and those on modified timetables within Key Stage 4.

The postholder will deliver, assess and adapt learning across designated curriculum areas, develop and oversee online learning provision, coordinate personalised programmes of support, and work collaboratively with families, faculties, Middle Leaders and external agencies to improve engagement, attendance, behaviour and academic outcomes.

The postholder will be expected to demonstrate the professional standards of a qualified teacher and take responsibility for the planning, delivery, assessment and evaluation of learning for students with significant educational, behavioural, attendance and social-emotional needs.

Working predominantly independently within The Harbour provision, the postholder will exercise professional judgement, maintain high safeguarding vigilance and create a safe, structured and aspirational learning environment for some of the school's most vulnerable learners.

The role will monitor and track student progress, remove barriers to learning and promote successful reintegration into mainstream education, further education, employment or training.

Principal Responsibilities

Teaching and Learning

- Co-ordinate The Harbour timetable and direct student time in The Harbour, facilitating learning using resources provided by subject areas and providing alternative resources when required.
- **Plan, deliver and assess high-quality lessons in English, mathematics and other designated curriculum areas, adapting teaching and learning to meet the needs of students with a wide range of abilities and additional needs.**
- Monitor, record and report on students' academic progress, identifying and addressing gaps in learning.
- **Assess student work, provide meaningful feedback and maintain accurate records of attainment and progress in line with whole-school expectations.**
- Develop and implement personalised learning programmes that support students returning to full-time education or accessing alternative provision pathways.
- **Develop individual learning pathways that support students to achieve meaningful qualifications and positive post-16 destinations.**
- Liaise with subject leaders to ensure curriculum content, assessment and teaching approaches are aligned with whole-school expectations.
- **Adapt curriculum delivery to meet a wide range of SEND, SEMH and attendance-related needs, ensuring all students can access learning successfully.**
- Working with the Careers Lead, prepare students for the world of work and co-ordinate support for work experience placements, extended placements and vocational pathways, establishing links with employers in the community.
- **Take responsibility for maintaining high expectations of behaviour, attendance, effort and achievement within The Harbour provision.**
- **Ensure learning activities comply with statutory safeguarding requirements, health and safety expectations and school policies.**

Mentoring and Inclusion

- Act as a mentor and advocate for identified students experiencing behavioural, emotional or attendance-related barriers to learning.

- **Act as the key professional for identified students within The Harbour, coordinating support, monitoring impact and escalating concerns where required.**

- Deliver targeted intervention programmes designed to improve engagement, self-regulation, resilience, attendance and readiness to learn.
- Conduct regular mentoring meetings with students, setting and reviewing personalised targets linked to attendance, behaviour and academic achievement.
- Work closely with Heads of Year, the Attendance Team, SENDCo, Assistant Headteacher (Behaviour) and safeguarding staff to coordinate support plans and monitor impact.
- Maintain accurate records of mentoring interventions, student progress and outcomes, contributing to review meetings and external agency referrals where required.
- Support reintegration programmes for students returning from alternative provision, medical absence or periods of persistent absence.
- Assist with KS4 student screening and admission processes, liaising with the Head of Year and SENDCo as required.
- Provide continuous communication and support to parents/carers of students accessing The Harbour provision.
- Attend parents' evenings, review meetings and multi-agency meetings as required.
- **Develop strong, professional relationships with vulnerable students whilst maintaining clear boundaries and high expectations.**
- **Support students with complex SEMH, attendance, behavioural and safeguarding needs through structured intervention and personalised support planning.**
- **Contribute to statutory reviews, safeguarding processes and multi-agency interventions.**

Behaviour Support

- Implement restorative and relational approaches to behaviour management, supporting students to develop positive behaviours and emotional regulation strategies.
- Work with staff to develop and implement effective behaviour support strategies for students accessing The Harbour provision.
- Promote high expectations for conduct, engagement and achievement, modelling positive relationships and inclusive practice.

- Provide daily pastoral care and establish positive behaviour management systems for students accessing The Harbour provision.

- Develop and promote an inclusive learning environment that supports engagement and success.
- Support students who attend The Harbour to ensure they are not in danger of becoming NEET (Not in Education, Employment or Training).
- **Take responsibility for behaviour management within The Harbour provision, applying restorative, relational and trauma-informed approaches appropriately.**
- **Undertake risk assessments and contribute to behaviour support plans for students presenting with significant vulnerabilities or challenging behaviours.**
- **Work proactively to promote resilience, self-regulation, emotional literacy and positive engagement in learning.**

Attendance

- Monitor attendance patterns of students within the provision and implement early intervention strategies to address emerging concerns.
- Engage with parents/carers to promote regular attendance and address barriers to school engagement.
- Contribute to attendance panels, review meetings and multi-agency planning where appropriate.
- **Analyse attendance information and contribute to intervention planning for students at risk of persistent absence or disengagement from education.**
- **Work alongside attendance, pastoral and safeguarding teams to remove barriers to attendance and participation.**

Additional Responsibility

The postholder will routinely work with students who present with complex educational, social, emotional, behavioural and safeguarding needs. The ability to work calmly, independently and professionally in challenging situations, whilst maintaining the highest standards of safeguarding and professional conduct, is essential.

Because the role often involves lone working with small groups and individual students, **the postholder must be confident in exercising professional judgement, managing risk appropriately and responding effectively to emerging safeguarding, behavioural or welfare concerns.**

General Responsibilities Applicable to All Staff

- To demonstrate and promote the values of Penair School at all times.
- To work effectively with other members of staff to meet the needs of all students.
- To work with professionalism in line with Penair School's Code of Conduct.
- To attend staff meetings and Trust-based INSET as required.
- To be responsible for their own professional development on a continuous basis, undertaking relevant training and professional learning.
- To be aware of and adhere to all applicable policies and procedures.
- To maintain the highest levels of confidentiality regarding reports, records, personal data relating to staff and pupils, and other sensitive information acquired during the course of employment, in accordance with GDPR requirements.

Person Specification

Education and Training

Essential

- Qualified Teacher Status (QTS).
- Degree or equivalent qualification.
- GCSE English and Mathematics (Grade C/4 or above or equivalent).
- Evidence of continued professional development.
- Ability to teach across core curriculum subjects at Key Stage 4.

Desirable

- Additional qualifications relating to SEND, SEMH, safeguarding, coaching or inclusion.
- Evidence of further study beyond degree level.

Experience

Essential

- Successful experience of teaching and assessing students within a secondary or primary school setting.
- Experience of planning, delivering and evaluating learning programmes.

- Experience of working with vulnerable students, including those with SEND, SEMH needs, attendance difficulties or behavioural challenges.
- Experience of monitoring, assessing and reporting on student progress.
- Experience of delivering intervention programmes that improve engagement and outcomes.
- Experience of working independently and managing competing priorities effectively.

Desirable

- Experience of working within an alternative provision or inclusion setting.
- Experience of multi-agency working.
- Experience of supporting reintegration programmes.
- Experience of careers education, vocational learning or work experience opportunities.

Specialist Knowledge and Skills

Essential

- Strong knowledge of Key Stage 4 curriculum and assessment requirements.
- Excellent classroom practice and behaviour management skills.
- ICT competency and the ability to use technology to support learning.
- Strong communication, organisation and administrative skills.

- Ability to work independently and make sound professional decisions where immediate management support may not be available.
- Knowledge of safeguarding and child protection requirements, including Keeping Children Safe in Education.
- Ability to build effective relationships whilst maintaining professional boundaries.
- Knowledge of inclusive, trauma-informed and relational approaches to supporting young people.
- Ability to analyse attendance, behaviour and attainment data to inform intervention planning.
- Effective time management and ability to work under pressure to deadlines.

Desirable

- Understanding of specific SEND profiles and SEMH needs.
- Knowledge of alternative provision pathways
- Experience of mentoring or coaching young people.
- Knowledge of current developments in inclusion, attendance and alternative provision practice.

Values and Personal Qualities

The successful candidate will demonstrate:

- **Collaboration** - the ability to work effectively with colleagues, families and external agencies.
- **Empowerment** - the ability to take initiative, solve problems and improve outcomes for students.
- **Leadership** - the ability to lead learning, establish high expectations and act as a positive role model.
- **Transformation** - the ability to recognise the need for change and respond positively to new challenges.
- A commitment to equality, inclusion and safeguarding.
- Resilience, professionalism and emotional intelligence when working with highly vulnerable young people.