

Job Description and Person Specification

Senior Inclusion Manager

JOB DESCRIPTION

JOB TITLE	Senior Inclusion Lead
EMPLOYER	University of Brighton Academies Trust
LOCATION	The Hastings Academy
GRADE	East Sussex Grade 12
RESPONSIBLE TO	Vice Principal
RESPONSIBLE FOR	Heads of House, Behaviour Support Assistants
MAIN PURPOSE OF THE JOB	<ol style="list-style-type: none"> 1. To lead the pastoral behaviour function within the academy, ensuring high expectations of behaviour and attendance and development of a culture of positive learning behaviours. 2. To manage the day-to-day running of the reflection room and the continued impact of reflection prevention courses on behaviour improvement
MAIN TASKS / KEY RESPONSIBILITIES	
1.0	To lead the pastoral behaviour function within the academy, ensuring high expectations of behaviour and attendance and development of a culture of positive learning behaviours
1.1	To line manage the Behaviour Support Assistant and ensure students are supported and specialist curriculum work from MLL (Middle Level Leaders) is in place.
1.2	To line manage Heads of House to ensure students attend reflection and high expectations are maintained
1.3	To develop and deliver training for whole staff on behaviour management and de-escalation strategies
1.4	To effectively manage students whose behaviour may appear defiant or in distress.
1.5	To assist with induction of new staff in relation to behaviour management, and ensure clear approach and role of the reflection room.
1.6	To liaise effectively with parent/carers and other appropriate professionals
1.7	To liaise with alternative provision establishments to support student engagement
1.8	To advise on good practice for students who have behaviour needs and model support strategies.
2.0	To manage the day-to-day running of the reflection room and the continued impact of reflection prevention courses on behaviour improvement

2.2	To lead the reflection team and ensure high standards are maintained throughout.
2.3	To develop systems to ensure students attend their reflection, ensuring attendance is entered and updated throughout the day. To ensure all attendance to reflection is updated and maintained on classcharts.
2.4	To communicate with parents/carers to inform their child is in the reflection room.
2.5	To monitor and evaluate students' responses to learning through observation
2.6	To develop a recording process to assess students' achievement against pre-determined learning activities, providing feedback to students in relation to progress and achievement
2.7	To ensure reflection room is well-stocked with equipment and subscription to learning platforms, developing systems to ensure all equipment is free from damage and graffiti.
2.8	To manage the reflection budget and develop procedure for how the impact of reflection impacts on Head of House reward budgets
3.0	Other
3.1	Keep up to date with external trends. Proactively share knowledge and best practice across key stakeholders as required.
3.2	To maintain high levels of confidentiality and professionalism at all times
3.3	To 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.
3.4	To participate in and lead professional development activities.
3.5	To undertake other reasonable duties as directed by your line manager

This Job Description is correct at the time of print and gives the main responsibilities and tasks of the role. These may however be changed or added to as appropriate.

There may also be the need for staff to undertake additional duties from time to time, appropriate to the level of the post. Should these additional tasks become a frequent part of the role, the job description will be revised through consultation with the post holder.

Date: October 2022

- All support staff posts within the Trust are subject to a six-month probationary period
- This post is subject to an Enhanced DBS Check
- This post is exempt from the Rehabilitation of Offenders Act (1974) – applicants must be prepared to disclose all criminal convictions and cautions including those that would otherwise be spent under the Act.

The University of Brighton Academies Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

PERSON SPECIFICATION

The criteria below indicate the qualities that are needed to do the job well. Candidates for the post will be selected according to the extent to which they satisfy them, and their evidence of potential for developing the rest further. Most of the criteria must normally be met in order to qualify for selection.

Education and Qualifications	Essential	Desirable	Method of Assessment
Educated to degree level		√	A
Social work qualifications and registered with the professional regulatory body.	√		A
Permitted to work in the UK	√		A
Successfully completed Assessed and Supported Year in employment or the equivalent prior to 2012 (NQSW year and academic module) or equivalent		√	A
Knowledge and Experience	Essential	Desirable	Method of Assessment
Able to demonstrate knowledge of, and competence against the 9 domains of the Professional Capability Framework at social work level.	√		A/I
Demonstrate knowledge of appropriate legal and policy frameworks and an awareness of current case law, that informs and mandates social work practice.	√		A/I
A working knowledge of human growth and development throughout the life span recognising the impact of relationships, psychological, socio-economic, environmental, physiological, factors on people's lives.	√		A/I
Understand how the principles of relationship based approaches apply to practice.	√		A/I
Recognise how systemic approaches can be used to understand the person in the environment.	√		A/I
Understand forms of harm and their impact on people, and the implications for practice, drawing on concepts of attachment, loss, resilience, vulnerability, risk and resistance.	√		A/I
Knowledge of theories, models and evidence bases for social work intervention with individuals, families, children, groups and communities.	√		A/I
Awareness of changing contexts at local, national and organisational level and their implications for practice.	√		A/I
Experience of working directly with children and families.	√		A/I

Experience of completing needs assessments upon which effective plans are based.	√		A/I
Able to make use of research to inform practice.	√		A/I
Skills	Essential	Desirable	Method of Assessment
Engage effectively using creativity, compassion and authority to overcome resistance, build relationships, and communicate while maintaining professional boundaries with children, families and carers in complex, variable and emotionally challenging situations. to facilitate access to opportunities that may enhance their economic wellbeing.	√		A/I
Ability to promote, develop and establish effective, collaborative partnerships and networks to promote appropriate information sharing, and utilise the expertise of external agency professionals, service users and carers.	√		A/I
Able to manage workload independently, applying critical reflection and analysis to maintain, develop and apply a range of effective judgements, and assessments, utilising a wide range of evidence and hypotheses to inform decision making, assessment and timely intervention to progress complex cases and safeguarding interventions.	√		A/I
Able to demonstrate accountability and effective judgement when anticipating, identifying, assessing and managing risk, seeking support and solutions where appropriate.	√		A/I
Able to demonstrate a skilled use of self in interventions.	√		A/I
Able to articulate a positive social work identity and application of power and authority.	√		A/I
Apply the principles of social justice, social inclusion and equality decision making in all casework, challenging issues of discrimination and oppression and demonstrating the confident application of ethical reasoning to professional practice.	√		A/I
Qualities	Essential	Desirable	Method of Assessment
Demonstrate personal and professional resilience.	√		A/I
Able to demonstrate awareness of own professional limitations, personal values and knowledge gaps, to critically reflect on the influence and impact on professional practice and engage in regular supervision to improve practice and career development.	√		A/I
Work positively with others and contribute to team working and a learning environment for self, team and colleagues.	√		A/I
Other	Essential	Desirable	Method of Assessment
Able to meet the travelling requirements of the post.	√		A/I

