

# JOB DESCRIPTION

JD no: XXX

## Job Details

<b>Post Title</b>	Inclusion Manager
<b>Responsible to</b>	SENDCO

## Purpose of job

The purpose of the role is to manage and lead the Inclusion Centre on behalf of the Academy, while supporting and promoting Brooke Weston Trusts' ethos, values, policies, and procedures. To also ensure students uphold the highest standards of behaviour within the Inclusion Centre and to create bespoke programmes for identified vulnerable learners. Also to develop and implement Alternative Provision curricula and intervention strategies, including remote learning options, and to manage all key documentation for the Inclusion Centre.

The successful candidate will demonstrate a clear commitment to inclusive practice, early identification, and high-quality, evidence-informed intervention. They will lead provision through a graduated approach ensuring that support at Wave 1, Wave 2 and targeted Wave 3 (SEN Support and SEN Support+) is purposeful, measurable and focused on ambitious improved outcomes.

This role requires a proactive leader who understands the shift towards earlier intervention, strengthened accountability, inclusive mainstream practice and improved standards within Alternative Provision, and who can translate this policy direction into effective whole-school practice and can foster purposeful relationships with families and key stakeholders. The inclusion manager will work closely with external agencies to support vulnerable learners and to collaborate with SEND colleagues, the Heads of Year, Heads of Department, Student Care, and SEMH specialists to ensure a coordinated approach.

## Responsibilities

### Leadership and Management

- Strategically plan, lead, and quality-assure learning for individuals and small groups, ensuring adaptive provision that meets diverse needs and maximises progress.
- Champion and embed whole-school routines, policies, and high expectations, ensuring consistency of practice and driving a strong universal offer for all students.
- Oversee and support effective student supervision beyond lesson times, including before and after school and during lunchtimes, to promote safety, inclusion, and positive behaviour.
- Hold strategic responsibility for managing inclusion-related budgets exceeding £200,000 per annum, including EHCP, AP, LAC, and Pupil Premium funding, ensuring impactful and compliant use of resources.
- Lead the development and maintenance of robust inclusion records, ensuring accurate evidence of access, provision, and student progress to inform decision-making.
- Design and implement systems that strengthen family engagement, enabling meaningful partnerships that support student outcomes and wellbeing.
- Develop and sustain strategic partnerships with alternative education providers to enhance and extend the school's inclusive offer.
- Provide operational leadership of the Inclusion Centre, ensuring effective staffing structures, deployment of resources, and high-quality provision.

- Act as a key professional liaison with external agencies, leading on multi-agency collaboration and representing the school at relevant meetings.
- Set and monitor high expectations for student work and feedback, ensuring consistently high standards and timely, meaningful responses that support progress.
- Work collaboratively with SENDCo, Heads of Year, Heads of Department, Student Support and Attendance Teams, and teaching staff to deliver cohesive and effective inclusion strategies.
- Contribute to leadership and review processes, evaluating provision and driving continuous improvement in inclusion practice.
- Promote a culture that recognises and celebrates student progress, valuing achievement at all levels and reinforcing positive outcomes.
- Lead and contribute to case-load management and consultation processes, ensuring efficient administration and effective intervention planning.
- Lead and support professional development for teaching assistants, including performance reviews, coaching, and skills development aligned to school priorities.
- Analyse and evaluate inclusion dashboard data on a weekly basis, using insights to track progress against measurable inclusion outcomes and inform strategic actions.
- Undertake additional leadership responsibilities as directed by the SENDCo or Senior Assistant Principal, contributing to wider school improvement priorities.
- Lead on transition practices for students with inclusion needs, ensuring well-planned, supportive, and successful transitions at key points in their educational journey.

### **Provision**

- Deliver high-quality, provision for Inclusion Centre students with agreed measurable outcome targets met
- Plan and create timetables for small-group provision in core subjects
- Develop outreach plans for Inclusion Centre staff supporting students in mainstream
- Create opportunities for vulnerable students to reintegrate through deliberate practice
- Support bespoke inclusion plans, including hybrid timetables
- Track student progress over time
- Maintain accurate records and share appropriately with stakeholders
- Develop reflective practices to improve behaviour and relationships
- Contribute to lunchtime and after-school supervision
- Engage with external providers to enhance provision where appropriate

### **Safeguarding, Data Protection, and Health & Safety**

- Promote and safeguard the welfare of all pupils
- Follow health and safety responsibilities and school policies
- Apply consistent behaviour management and child protection procedures
- Work with partner agencies for early identification of need
- Undertake safeguarding and pastoral care training
- Handle all information confidentially in line with GDPR and Data Protection

### **Assessment and Reporting**

- Standard of work will be assessed by the Line Manager and as such the Inclusion Manager will be observed and monitored both formally, through the Trust's Performance Development procedures and informally through daily discussions.

## **Student Care Role**

- The Inclusion Manager will follow the Trust's procedures for student contact & welfare.
- All issues arising from direct or indirect contact are to be taken to the appropriate Academy's Designated Safeguarding Lead.

## **Training and Development**

- Training and development will be given to ensure that the Inclusion Manager is able to carry out their job and will play a full and active part in the performance of the Brooke Weston Trust.

## **Communication**

The Inclusion Manager will:

- seek to triage and respond to all requests and enquiries within a timely and professional manner
- represent the Trust in a range of situations including communicating and co-operating with persons or bodies outside the school environment

## **Discipline, health and safety**

All staff share an obligation to maintain good order and discipline among the students and safeguard their health and safety both when they are authorised to be on Academy premises and when they are engaged in authorised Trust activities elsewhere.

## **Hours of work**

- The Inclusion Manager is employed for 37 hours per week and 42 weeks minimum.

## **Collegiate responsibility**

In addition to the specific responsibilities of this post, every employee of the Brooke Weston Trust will commit to:

- ✓ providing a courteous and efficient service to students and staff at all times;
- ✓ using their influence with other staff and students to promote high standards of behaviour and order within the Academy

## **Performance Management**

The Inclusion Manager will be subject to the Brooke Weston Trust's Performance Management arrangements as set out in the relevant policies.

### **Appraisal**

The Inclusion Manager will benefit from an appraisal system modelled on best practice in performance management. They will participate in arrangements for the appraisal of their own performance.

## **Role Review**

This job description sets out the main duties of the post at the time of drafting. It cannot be read as an exhaustive list. It may be altered at any time in consultation with the post holder subject to the CEO's approval.



# Person Specification – Inclusion Manager

<b>Education and Qualifications</b>	<b>Criteria</b>	<b>Assessment</b>
Degree or other higher education equivalent	D	A/I
Commitment to personal/professional development	E	I
HLTA, QTS or equivalent qualifications and experience	E	A/I
Full driving licence	E	A

<b>Experience and Knowledge</b>	<b>Criteria</b>	<b>Assessment</b>
Experience working with young people with emotional or behavioural difficulties	E	A/I
Experience working with young people with SEND	E	A/I
Understanding of how students learn	E	A/I
Previous experience of working in a secondary school	D	A
Commitment to safeguarding and student welfare	E	A/I
Proven success in improving SEND student outcomes within a school	E	A/I
Experience of managing people, supporting, and challenging people at all times	D	A/I
Ability to use/analyse assessment data systems to raise standards	E	A/I
Show knowledge of current education legislation, Ofsted framework, best practice, national trends and innovation	D	A/I
Ability to efficiently and effectively manage administrative work	E	A/I
Ability to support staff and students in maintaining high standards	E	A/I
Ability to form good working relationships with all staff	E	A/I
Ability to create a stimulating and safe learning environment	E	A/I
Ability to promote a range of strategies aimed at raising SEND and vulnerable learner achievement	D	A/I
Ability to assess and record the progress of students' learning	E	A/I
Able to encourage children in developing self-esteem and respect for others	E	A/I
Ability to communicate to a range of audiences using a variety of techniques	D	A/I
Knowledge of and/or ability to use technology to support student learning	D	A/I

<b>Skills and Attributes</b>	<b>Criteria</b>	<b>Assessment</b>
Excellence at all levels and a determination to succeed	E	A/I
Achieving the highest standards of teaching and learning for all students	E	A/I
Motivate others and adopt a positive approach to education	E	A/I
Ability to convey authority and earn students' respect, to equally treat them with respect, apply boundaries and motivate	E	A/I
Establishing a high quality, stimulating learning environment	E	A/I
Good communication skills	E	A/I
Ability to work in collaboration with other professionals and also able to work unsupervised	E	A/I
Evidence of managing sensitivity to students' needs	E	A/I

<b>Personal Qualities</b>	<b>Criteria</b>	<b>Assessment</b>
Consistency and fairness	E	A/I

Highly motivated and self-reliant and independent working	<b>E</b>	<b>A/I</b>
Enthusiastic and committed	<b>E</b>	<b>I</b>
High standards of professionalism and confidentiality	<b>E</b>	<b>A/I</b>
A passion for improving outcomes for students	<b>E</b>	<b>A/I</b>
Open-mindedness	<b>E</b>	<b>I</b>
A forward-thinking approach	<b>E</b>	<b>I</b>
Excellent interpersonal skills	<b>E</b>	<b>I</b>
Ability to be reflective and self-critical, non judgemental	<b>E</b>	<b>I</b>
Display calmness under pressure; but remain focussed	<b>E</b>	<b>I</b>
Willingness to support colleagues	<b>E</b>	<b>I</b>
Resilience	<b>E</b>	<b>I</b>

**Criteria Key**

- E** Essential
- D** Desirable

**Assessment Key**

- A** Application Form
- I** Interview