

HELLESDON HIGH SCHOOL

Job Description & Person Specification



Job Title – Inclusion/Behaviour Manager

Responsible to – Principals /Assistant Principal (Behaviour and Attitudes)

Terms and Conditions: Scale G, 37 hours per week (Term Time + 1 week) 08:00-16:00 Mon-Thur, 08:00 – 15:30 Friday, 30-minute lunch break

Our Vision

Our vision is to work together to help every child to develop into high achieving, confident, healthy, caring and resilient members of their family and community; creating a pathway to support their career aspirations, independence and contribution to society.

Our Qualities

Every member of our team is expected to demonstrate the ability to:

- Develop positive relationships with all children and adults
- Recognise and manage their own emotions, thoughts and behaviours and understand how these can impact others
- Be curious around the reasons behind others' behaviours, accepting all feelings and beliefs.
- Understand others' emotions and thoughts and feel a natural desire to support
- Have the courage to reflect, make changes and be keen to learn

Core Purpose

The primary purpose of the Inclusion Manager is to positively impact upon students exhibiting behaviour which is adversely affecting their attendance, progress, and attainment at school, or the education and safety of other students.

The Inclusion Manager will play a key role in managing the Inclusion Room, where students who are temporarily removed from mainstream classrooms are provided with support and guidance. The role will focus on promoting positive behaviour, assisting students in reflecting on their actions, and helping them reintegrate into their learning environments. The manager will work closely with leaders, teaching staff and pastoral staff, and parents to ensure a positive and supportive atmosphere that promotes personal growth, emotional resilience, and improved behaviour outcomes for all students.

Key Areas of Responsibility

Supporting the student:

1. Ensure that pupils removed from lessons are supervised and undertake meaningful learning activities whilst in the Inclusion Room.
2. Ensure the Inclusion Room has a calm working atmosphere and that incidents of disruption are dealt with swiftly. Strategies to de-escalate conflict and disruptive behaviour should be implemented.
3. Support pupils to develop their behaviours for learning and improve their attitude upon returning from time in the Inclusion Room

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4. Contribute to and monitor the school's internal exclusion records, identifying patterns and alerting staff of any concerns
5. Develop and implement strategies to encourage students to reflect on their behaviour and work towards positive change.
6. Record incidents and interventions using the school's behaviour management system.
7. Liaise effectively with DSLs to ensure pupil safeguarding needs are addressed as required
8. Work with vulnerable students as a pre-emptive measure to reduce the risk of exclusion due to challenging behaviour
9. Organise and support with providing work for children who are off site

Behavioural Support:

1. Provide academic and behaviour support for individual pupils and small groups as required in the Behaviour Room. This may include providing support with behaviour management, emotional regulation, and social skills.
2. Support pupils in their reintegration into lessons following periods of removal from class.
3. Liaise with teachers, Heads of Year, and the SENCO (Special Educational Needs Coordinator) to create bespoke plans for students with specific needs.
4. Investigate reported incidents and implement support for pupils as required
5. Provide feedback to staff on student progress and any ongoing concerns.
6. Provide opportunities for students to work in the NEST on bespoke timetables to address behaviour issues.
7. Provide information and advice to enable students to make choices about their own behaviour.
8. Maintain accurate records of student attendance, behaviour incidents, and interventions within the Inclusion Room.

Support for the School

1. Maintain standards of good behaviour and model expected working practices at all times.
2. Be aware of and comply with policies and procedures relating to behaviour, child protection, health and safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
3. Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of students.
4. Update and maintain records of internal exclusions and other consequences issued by the school.
5. Attend and participate in regular meetings and take part in training and other learning activities as required.
6. Recognise your own strengths and areas of expertise and use these to advise and support others and assist in the supervision, training and development of staff.
7. Undertake analysis of behaviour data as required e.g. Ready to Learn Consequences, after school detentions, C2s and C3s.
8. Maintain strategic oversight alongside the Assistant Principals of the resources used to support SEMH across the school's behaviour rooms.

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Safeguarding

Respect confidential issues and keep confidence as appropriate

To keep up to date with the School procedures for safeguarding and child protection, reporting any concerns to the senior designated person.

Health and Safety

1. Ensure that risk assessments are carried out in line with the school Health and Safety policy.
2. Ensure that year team members are aware of Health and Safety issues including the need to report to the Site Manager all health and safety problems, accidents, and “near misses”.
3. Be aware of the responsibility for personal Health, Safety and Welfare and that of others who may be affected by your actions or inactions

Co-operate with the employer on all issues to do with Health, Safety & Welfare

Continuing Professional Development

In conjunction with the Leadership Link, take responsibility for personal professional development, keeping up-to-date with developments related to school efficiency, which may lead to improvements in the day-to-day running of the school

Undertake any necessary professional development as identified in the School Improvement Plan taking full advantage of any relevant training and development available

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this role profile.

Employees are expected to be courteous to colleagues and students, providing a welcoming environment to visitors and telephone callers.

This role profile is current at the date shown, but in consultation with you, may be changed by the CEO or Board of Trustees to reflect or anticipate changes in the job commensurate with the grade and job title.

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Person Specification

	Essential	Desirable
Personal Attributes	Relational Self-aware Curious Accepting Empathetic Reflective	
Qualifications	Good numeracy/literacy skills, GCSE Grade C in English and Maths.	Completion of DfES Teacher Assistant Induction Programme or equivalent experience.
Experience		1 years' experience working in a similar environment
Skills/Knowledge	<ul style="list-style-type: none"> ● Effective ICT skills with a knowledge of Microsoft Office ● Effective verbal and written communication ● Self-motivated team member with the ability to work individually ● Able to work on own initiative ● Methodical and organised ● Flexible and responsible approach ● Understanding of the latest research in the relational approach inc. emotion coaching 	First Aid
Other	Communication, people skills, listening skills, passion and enthusiasm to help young people to succeed, team spirit, patience, determination, caring and a good sense of humour are all qualities required in this position	