

PERSON SPECIFICATION

Internal Exclusions Manager

Attributes	Essential	Desirable
Relevant Experience	<ul style="list-style-type: none"> • Experience working inclusively with children/young people in a school or similar setting • Experience managing behaviour and supporting students with behavioural needs • Experience working with students at risk of exclusion or disengagement • Liaising effectively with staff, parents/carers and external agencies • Monitoring, recording and reporting student progress and conduct 	<ul style="list-style-type: none"> • Experience managing internal inclusion (or similar) provision • Experience in mentoring or coaching students • Experience working within a secondary school setting • Experience in supporting whole school behaviour systems • Experience of working with students with SEND and supporting students with SEND
Education and Training	<ul style="list-style-type: none"> • Good standard of general education (GCSE or above), including English and Maths • Strong written and verbal communication skills • Confident use of IT systems and databases • Willingness to undertake further training relevant to the role 	<ul style="list-style-type: none"> • Behaviour management or pastoral training • Safeguarding training • Relevant qualification in education, youth work or mentoring
Special Skills and Knowledge	<ul style="list-style-type: none"> • Strong understanding of behaviour management strategies • Ability to create a positive and structured learning environment • Knowledge of safeguarding, child protection and confidentiality • Ability to support students to reflect on behaviour and improve outcomes • Awareness of barriers to learning and strategies to overcome them • Ability to maintain accurate records and reports • Understanding of working with at-risk students and early intervention approaches • Experience in devising and implementing intervention with students 	<ul style="list-style-type: none"> • Knowledge of school behaviour systems and tiered interventions • Experience working with alternative provision models (e.g. internal inclusion/TATE) • Knowledge and experience of multi-agency working practices
Personal Skills and Qualities	<ul style="list-style-type: none"> • Excellent communication and interpersonal skills • Ability to build positive 	<ul style="list-style-type: none"> • Experience leading behaviour interventions or small groups

	<p>relationships with students, staff and parents</p> <ul style="list-style-type: none">• Calm, resilient and professional approach• Strong organisational skills• Ability to work independently and as part of a team• Ability to use initiative and solve problems effectively• Ability to model high standards of behaviour and professionalism• Flexible and adaptable approach	
Additional Factors	<ul style="list-style-type: none">• Commitment to the aims and ethos of the Academy• Commitment to safeguarding• Flexible approach to working hours• Willingness to contribute to wider Academy life <p>Build positive relationships</p>	