

Job Description

Post Title: Inclusion Manager

Location: Rushcliffe Spencer Academy

Salary/Pay Range: NJC 24-28

Hours of work: Full time, 37 hours per week, Term Time only plus 1 week

Reporting to: Senior Leader for Alternative Pathways

Purpose of Role

To act as the operational leader of pastoral interventions within the Orchard Centre (onsite inclusion provision) and the Nest (onsite emotional based non-attender provision) and co-ordinate the day-to-day management of the operational processes. The Inclusion Manager will ensure the academy's high expectations of excellence are maintained and will support the academy's determination to know students well, ensure needs are met, identify and modify the causes of misbehaviour.

Main Duties and Responsibilities

- Co-ordinate with the pastoral team and Heads of Year to devise suitable programmes for identified students.
- Manage the day to day operations of the behaviour interventions within the Orchard Centre.
- Oversee the day to day operations of the Nest.
- Implement strategies in partnership with academy staff and external agencies to promote learning through inclusion provision.
- Be responsible for the area in and around and organisation and condition of the inclusion centre to ensure a calm purposeful atmosphere.
- Lead and line manage the mentors involved in the implementation of the behaviour intervention to improve pupils behaviour, engagement and wellbeing.
- Support staff training in restorative practice and behaviour management, ensuring positive restorative approaches are at the heart of the practice.
- Support more difficult restorative conversations when required.
- Work one to one with students and to work restoratively with students to prevent repeat incidents.
- Implement behaviour modification programmes to ensure students return smoothly and successfully to mainstream education.
- Organisation of staffing, resources and work for students who attend the behaviour interventions in the Orchard Centre and the Nest, liaising with subject leaders and class teachers, mindful of students on exam courses and with coursework deadlines and milestones.
- Meet parents and lead on student support plans where appropriate and as directed by the Senior Leader for Alternative Pathways.
- Visit homes where appropriate and as directed by the Senior Leader for Alternative Pathways to conduct review meetings with parents where meetings in school are not possible or appropriate.
- Liaise with external AP providers and support pupils and families.
- Review the quality of AP providers on a regular basis in liaison with the Senior Leader for Alternative Pathways.
- Ensure staffing rotas are up-to-date to help ensure the site is kept safe.

- Lead and monitor the accurate registering of pupils and recording of information of students in the Orchard Centre and the Nest.
- Provide Heads of Year and Subject Leaders with information to help them address persistent issues with students.
- Ensure daily reports are produced for students and that these are monitored and followed up with staff if not completed or not of an appropriate quality.
- Develop a close working relationship with the Senior Leader for Alternative Pathways, Heads of Year and Faculty Leaders, ensuring they are kept fully informed.
- Be part of the academy inclusion team, attending and contributing to these meetings on a regular basis.
- Ensure regular liaison with the SENCO to ensure that the learning needs of all students attending Orchard Centre and the Nest are met.
- Attend meetings as required to ensure there is quality communication across different teams.

Other Responsibilities

- Work in a professional manner and with integrity and maintain confidentiality of records and information.
- Maintain up to date knowledge in line with national changes and legislation as appropriate to the role.
- Be aware of and comply with all Trust policies including in particular Health and Safety and Safeguarding.
- Participate in the Trust Appraisal process and undertake professional development as required.
- Adhere to all internal and external deadlines.
- Contribute to the overall aims and ethos of the Spencer Academies Trust and establish constructive relationships with nominated Academies and other agencies as appropriate to the role.
- These above mentioned duties are neither exclusive nor exhaustive, the post- holder maybe required to carry out other duties as required by the Trust.

Spencer Academies Trust is committed to safeguarding and promoting the welfare of all our students and expects all employees and volunteers to share this commitment. All posts are subject to enhanced DBS checks and completion of Level 2 safeguarding training.

Name of Postholder
Signature
Date

Person Specification		
Specification	Essential	Desirable
Qualifications and Training	<ul style="list-style-type: none"> Educated to A Level standard or equivalent appropriate qualification. Other appropriate training or qualification relevant to the post (Behaviour management, Mentoring, Counselling, Child Protection). Evidence of ongoing professional development. 	<ul style="list-style-type: none"> Further specialist qualifications in key areas linked to the children with Additional Needs. Qualified Teacher Status.
Experience	<ul style="list-style-type: none"> Developed strategies to promote learning through inclusion provision. Recent experience of assessment and tracking of pupil progress. Experience of organising and delivering staff development training. Experience of leading and managing a team. Proven experience of delivering programmes to children with diverse learning needs. Demonstrable success in working collaboratively with parents, colleagues and the local community. Experience in liaison with a range of outside agencies and extended services. Experience within mainstream school, an alternative provision setting or equivalent. 	<ul style="list-style-type: none"> Teaching experience and /or advisory experience in more than one organisation.
Knowledge, skills and abilities	<ul style="list-style-type: none"> Good understanding of intervention programmes and strategies- especially in Literacy, Numeracy and Behaviour Management. Good understanding of, current inclusion practice, equal opportunities and discrimination legislation. Understanding and experience of the use of restorative justice methods and strategies. Budget Management skills. 	<ul style="list-style-type: none"> Experience of inter-agency work.

	<ul style="list-style-type: none"> • Ability to communicate effectively both orally and in writing, including using ICT. • Excellent interpersonal skills. • Excellent organisational skills • Knowledge of issues surrounding Child Protection and the care of Looked After Children. • Demonstrable commitment to equality of opportunity and inclusive practices • Ability to use data effectively in setting targets 	
<p>Personal Qualities</p>	<ul style="list-style-type: none"> • The ability to motivate, manage and inspire children and staff to strive for excellence. • A commitment to the ethos of the school as a partnership of children, parents, staff and the community. 	