



Job description: **Inclusion Base Manager**

Location	The Deepings School
Contract term	Permanent
Full time/term time	Full time - Term time only.
Pay range	Grade 7 Point 18 – 21 £32,597 - £35,412 (FTE)
Reporting to	Deputy Headteacher

Job purpose

- To work closely with the Senior Leadership teams to launch and facilitate our new Inclusion Base, an internal alternative provision for students with Social, Emotional and Mental Health needs who are at risk of suspension / exclusion from school.
- To play a key role in getting the base operational, ensuring it offers a broad and balanced curriculum tailored to meet students' needs, prepares students for reintegration back into mainstream lessons, reduces exclusions and suspensions and prepares students for their next steps in education.
- To play a strategic role in developing the provision, working with the Senior Leadership Team and external professionals, ensuring it meets the diverse needs of the students who will access it.

ACCOUNTABILITY

- The Inclusion Base Manager is line managed by Deputy Headteacher for Inclusion. They will work alongside the Deputy Headteacher, Behaviour and Attitudes, the Assistant Headteacher, SENDCO and DSL, supporting them in their roles in ensuring we meet the needs of every student in our school, and the strategic oversight of Behaviour, SEND and Safeguarding provision.

Main duties and responsibilities

- On a day to day basis, have operational responsibility for the Inclusion Base provision as part of our wider Behaviour and Inclusion strategy.
- Work alongside SLT to continuously shape and develop this provision through a cycle of assess – plan – do – review.
- Use a range of assessments, including the Thrive approach, to better understand individual students' needs and to support the planning of provision.
- Work alongside mainstream teaching staff and teaching assistants to ensure the provision within the base offers a broad and balanced curriculum.
- Deliver and co-ordinate a range of bespoke interventions to – including Thrive and core subject intervention - addressing students' learning and developmental gaps and preparing students for reintegration into mainstream lessons as well as preparing them for their next steps in education.

- Work directly with the students in the Inclusion Base, supporting their pastoral care as well as delivering and supporting curriculum lessons and tutorials with individuals and small groups.
- Provide a warm, nurturing, consistent and structured environment – aligned to our “Relational Approach” of “High Support with High Challenge”.
- Form positive relationships with parents/carers as well as with the students in the Inclusion Base, maintain regular contact with parents/carers to inform them regularly of the progress of their child.
- Oversee the daily administration of alternative provision including recording attendance, behaviour, safeguarding concerns and wellbeing using SIMS and CPOMS.
- Liaise with the DHT B&A and Senior Leaders regarding the progress of students and planned ‘exit strategies’.
- Liaise with outside agencies as identified by you or as advised by the Deputy Headteacher or SENDCO. Agencies could include Educational Psychologists, CAMHS, Youth Workers, Pupil Referral Team and others.
- Identify areas for training and self-development and maintain all statutory training.
- Collate and centralise all forms of alternative provision data for relevant staff to access.
- Monitor, support and mentor individual students as required. Areas could include: achievement, progress, attendance, behaviour, emotional wellbeing and safety.
- Prepare paperwork to assist in the support of behaviour systems in the school such as exclusion forms, Pupil Support Plans, reduced timetables and other relevant documentation as required.
- Attend and contribute to pastoral team meetings, student review meetings and other strategic meetings as required.
- Any other duties as directed by the Headteacher.

Person Specification – Inclusion Base Manager

<ul style="list-style-type: none"> CRITERIA 	
<ul style="list-style-type: none"> Qualifications 	
<ul style="list-style-type: none"> Essential 	<ul style="list-style-type: none"> GCSE (or equivalent) in English and Maths at a minimum grade C or above
<ul style="list-style-type: none"> Desirable 	<ul style="list-style-type: none"> Degree Qualified Teacher
<ul style="list-style-type: none"> Experience 	
<ul style="list-style-type: none"> Essential 	<ul style="list-style-type: none"> Demonstrate an understanding of the reasons why some students may present with complex behavioural needs. To show capacity to see through behaviour to address underlying needs. Demonstrate an understanding around the 4 broad areas of Special Educational needs and disabilities.
<ul style="list-style-type: none"> Desirable 	<ul style="list-style-type: none"> Experience of managing similar provision in a school or Alternative Provision setting Demonstrable evidence of developing and implementing strategies to help children who struggle to access mainstream education
<ul style="list-style-type: none"> Skills and Knowledge 	
<ul style="list-style-type: none"> Essential 	<ul style="list-style-type: none"> Ability to work with a range of people from all levels of the organisation Excellent record keeping, reporting and administrative skills Good IT skills, including previous use of school information management systems and safeguarding systems Effective communication and interpersonal skills Ability to build effective working relationships with staff and other stakeholders

<ul style="list-style-type: none"> • Desirable 	<ul style="list-style-type: none"> • Awareness of local and national agencies that provide support for children and their families
<ul style="list-style-type: none"> • Personal Qualities 	
<ul style="list-style-type: none"> • Essential 	<ul style="list-style-type: none"> • A warm nurturing presence with the ability to be strict when required • Commitment to ensuring the safety and welfare of children • Commitment to upholding and promoting the ethos and values of the school • Integrity, honesty and fairness • Be resilient and calm under pressure • Commitment to equality • Be resourceful, adaptable and reflective • Work well as part of a team • Have high expectations for all and be committed to supporting every student • Have a high level of emotional intelligence and be committed to relational practice