



TUDOR GRANGE ACADEMY SOLIHULL

Internal Exclusions Manager

Job Description

Scale 5 NJC Points 12-17

Permanent

37 hours per week

39 weeks per year

Monday, Tuesday, Thursday and Friday
8:00am – 4:00pm
(Wednesday finish at 3:30pm)

Core Purpose

The TGAS Internal Inclusion Manager can have a significant and positive influence on the behaviour, attitudes and culture of the wider school community by modelling high expectations, fostering meaningful relationships and ensuring a consistent approach to inclusion and behaviour across the school. **Through positive relationships with pupils, staff, families and external agencies, the postholder can help create a culture where every individual feels valued, understood and supported to succeed.**

By maintaining consistent interactions and applying school policies fairly and effectively, the Internal Inclusion Manager can promote trust, strengthen behavioural expectations and encourage pupils to take responsibility for their actions. Working collaboratively with senior leaders, the successful candidate will play a key role in developing a positive and inclusive environment that is built upon reflection, accountability and continual improvement.

Through analysing behaviour patterns, supporting staff practice and implementing restorative approaches, they can help establish a culture where challenges are viewed as opportunities for learning, enabling pupils and staff alike to contribute positively to a safe, supportive and aspirational school community.

The Internal Inclusion provision exists to enable every student to flourish academically, socially and emotionally by developing their Character and Learning Habits. The provision provides targeted, relational and structured support to help students regulate their behaviour, reflect on their choices and re-engage positively with learning.

The Internal Inclusion provision is a part-day provision with a very small number of students (5 or less) included. This provision is not for students who have been removed from a lesson for behaviour reasons. This is a targeted and supportive provision that approaches students on an individual basis before reintegration back into the school community. The internal provision is not open everyday of the week. Student combinations are carefully planned in advance to support a positive learning climate.

Through explicit teaching, coaching and modelling of the Learning Habits—including self-regulation, resilience, openness to feedback and a commitment to improvement—students are supported to become motivated, independent and reflective learners who can successfully access the curriculum and adhere to social norms.

Alongside this, the internal inclusion provision prioritises the development of Character Habits, fostering integrity, kindness, responsibility and empathy so that students make positive decisions and contribute meaningfully to the school community and wider society.

The provision acts as a support, as well as a significant sanction, for students to overcome barriers, rebuild confidence and successfully reintegrate back into mainstream lessons with the habits, skills and mindset

required to thrive. In doing so, it upholds the academy's commitment to inclusion, high standards and the development of well-rounded individuals prepared for a full and active role in society

Specific Responsibilities

- **Strategic and Operational Oversight**
 - Lead and manage the day-to-day running of the Internal Inclusion provision, including TATE provision. This is only for part of the school day. Other activities include oversight of 1-1 interventions, whole school involvement in behaviour interventions, lunch duties and supporting the SLT.
 - Maintain clear systems, explicit taught routines and expectations aligned with whole-school standards and the Tudor Habits
 - Ensure the provision remains structured, calm and purposeful, enabling students to regulate and re-engage with learning.
- **Student Placement and Monitoring**
 - Oversee and coordinate all student placements into the inclusion provision
 - Maintain accurate, up-to-date records of all students accessing the provision, including reason for placement, duration and outcomes of interventions
 - Monitor patterns and trends in behaviour to inform targeted intervention and whole-school strategies
- **Behaviour Systems and Recording**
 - Log behaviour points, incidents and outcomes in line with school policy
 - Ensure consistency, transparency and accuracy in behaviour recording
 - Use behaviour data to identify recurring needs and inform preventative approaches
- **Intervention Design and Delivery**
 - Design and implement robust, personalised intervention packages for students with a range of behavioural, emotional or learning needs
 - Ensure interventions address bespoke and individual root causes (e.g. self-regulation, emotional literacy, resilience, relationships, motivation)
 - Deliver meaningful 1:1 and small group interventions that explicitly teach learning and character habits
 - Adapt interventions responsively, tailoring approaches to the individual needs, presentation and progress of each student
 - Record all intervention activity, including rationale, strategies used and impact over time
 - Facilitate intervention to support students to re-integrate back into the school community following a suspension
- **Student Support and Reintegration**
 - Work directly with students to support reflection, behaviour change and personal accountability
 - Facilitate restorative conversations and support relationship repair where necessary
 - Create and implement clear reintegration plans to support a successful return to mainstream lessons
 - Monitor students post-reintegration to sustain improvement and prevent recurrence
 - Follow the PACE approach with all students
- **Communication and Collaboration**
 - Communicate regularly with senior leaders regarding provision effectiveness, key students and emerging trends
 - Liaise with teachers to ensure consistency between classroom expectations and inclusion strategies
 - Maintain regular communication with parents/carers, providing updates, support and guidance
 - Work closely with the wider pastoral team (Behaviour lead, Inclusion lead, all College Leaders SENCo, safeguarding leads) to ensure a joined-up approach to student support
- **Pastoral and Safeguarding Responsibility**

- Respond adaptively to students' social, emotional and behavioural needs within the provision
- Identify underlying needs and escalate concerns in line with safeguarding procedures
- Support students to develop emotional regulation, resilience and positive coping mechanisms

▪ **Quality Assurance and Development**

- Evaluate the impact of the provision through behaviour data, reintegration success and student progress
- Continuously refine provision, ensuring it meets the needs of all learners
- Uphold the academy's commitment to high standards, inclusion and the development of the whole child

Generic Responsibilities

- Any other duties in support of the Academy as reasonably decided by the line manager.
- Support in whole school behaviour mentoring, investigations rota, Emergency call-out and duties
- To work in accordance with the aims and policies of the Academy and to promote the general appearance of the Academy.
- Assist SLT with the supervision of students at break times. Undertake midday supervision as requested.
- Maintain confidentiality in and outside the workplace with particular regard to data on the school's
- computer systems
- Be pro-active in matters relating to Health and Safety
- Support aims and ethos of The Tudor Grange Trust

Line Manager

College Leader