

Hadrian Learning Trust Job Description and Person Specification

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| Post Title: | Inclusion Manager | Director/Service/Sector | Inclusion and SEND |
| Band: | Band 6 | Workplace: | QEHS Part of HLT |
| Responsible to: | AHT (Inclusion and SENDco) | Date: | December 2025 |
| Job Description Ref: | S897 | School | Queen Elizabeth High School and Hexham Middle School |

Responsible for:

Work under the guidance of a member of the Senior Leadership Team and within an agreed system of supervision, to support high standards of curriculum provision by supervising, managing and implementing agreed programmes for students in the alternative provision within school.

Contact with young people: This role requires regular, ongoing and unsupervised contact with young people. This contact is direct and could potentially be on both a 1:1 and group basis within the workplace. The degree of responsibility for young people is outlined below in the role and responsibilities area of the form.

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| Resources | Staff | Supervise the staff in the alternative provision |
| | Finance | None |
| | Physical | Office equipment, accuracy and security of databases |
| | Clients | Internal (Senior Leadership Team, Teachers, Support Staff, Students, Trustees) External (Parents, Visitors, Local Authority, External Agencies) |

Responsibilities, Duties and key result areas:

Duties and key result areas

Support for learners

1. Use specialist skills, training, or experience to support students' learning and progress – academic, personal and social.
2. Establish relationships and partnerships with young people, acting as a role model and responding to the needs of each individual student, offering bespoke support and provision.
3. Maintain appropriate confidentiality level of sensitive student/family information.
4. Establish constructive relationships and partnerships with parents and families and participate in feedback sessions as directed. To deliver/arrange appropriate support as may be needed.
5. Actively promote inclusive practice within the AP setting to ensure acceptance of all students.
6. Raise the profile of positive solutions to working with learners at risk.
7. Manage the day to day running of the AP ensuring that students are effectively supervised and that high standards of behaviour are achieved. To keep and circulate appropriate records and information in regard to this.
8. To manage a Learning Support Assistant & or any staff that work in the AP ensuring they work as part of a team to support the learning and inclusion of pupils, including those with special needs, excluded pupils or pupils at risk of exclusion, providing session content giving them techniques to work closely with excluded pupils, monitor and ensure effective documentation is produced.



9. Work with pupils with Special Educational and Behavioural Needs, to maximize achievement by overcoming social, behaviour, physical or emotional difficulties using individual plans catered to the individual student.
10. Monitor students' attendance and where required implement appropriate plans to improve attendance, working closely with the AHT (Standards and Support), the Attendance Officer, EWO, county council, social workers and parents.
11. Source and monitor work placements in the community to assist and increase students' skills to ensure maximum potential is reached for every student at risk of exclusion.
12. Organise and lead the additional trips and excursions included in the AP programme of study, completing all necessary paperwork and risk assessments.
13. With the support of the AHT (Inclusion) create the AP timetable and staffing.
14. Source and monitor alternative provision for students who require further intervention over and above what we can provide.
15. Source and implement subject intervention linked into core objectives for individual students from a range of areas using a range of options appropriate to the individual's needs and abilities.
16. Ensure enforcement of the rules and regulations of the AP.
17. Maintain a calm and positive environment in which students can learn and which is conducive to good behaviour.
18. Work with teachers to plan and deliver lessons appropriate to the needs of individual students in the AP.
19. Deliver and plan lessons in the AP, as required.
20. Liaise with key subject staff as appropriate to provide work which meets learners' needs.
21. Provide the teacher with accurate and objective feedback on pupil progress and other matters, ensuring the availability of supporting evidence.
22. Ensure that students and parents understand the standards of behaviour required in the AP and the consequences of not meeting those standards
23. Supervise students at breaks and lunchtimes ensuring that they have no contact with students working within the mainstream environment.
24. To provide organised group work in support of the personal and social development of students.
25. Keep AHT (Inclusion) informed of student behaviour and progress.
26. Work with AHT (Inclusion), if appropriate, to plan and support reintegration into the mainstream environment and coordinate transition into the AP.
27. To liaise (in conjunction with the AHT Inclusion) as necessary with external agencies in support of the development of bespoke support packages – including personal support, work experience.
28. Monitor entry and exit criteria to the AP and report regularly through the line management structure. To review progress formally alongside AHT (Inclusion) and Head of School.
29. Draft reports on individual students when required including on-going monitoring reports and contributing to formal reviews.
30. Keep statistical data regarding patterns of use of the AP and report either orally or in writing to a range of audiences including SLT and members of the Trust Board.
31. Supervise and support other staff who work in the AP

General Responsibilities

32. Comply with all School policies relating to:
 - Health and Safety
 - Equal Opportunities
 - Child Protection
 - Confidentiality and data protection.
33. Work in such a way as to promote the ethos and vision of the School.
34. Participate in training and development, and activities that contribute to the management of performance.
35. Attend school briefings and meetings as required



36. Undertake other duties and responsibilities as required commensurate with the grade of the post

The duties and responsibilities highlighted in this job description are indicative and may vary over time. Post holders are expected to undertake other duties and responsibilities relevant to the nature, level and extent of the post and the grade has been established on this basis.

Work Arrangements

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| Physical requirements: | Physically able to meet the demands of the job which may include encountering angry/upset/vulnerable parents/carers and students. |
| Transport requirements: | Required to use own transport to attend meetings, transport learners and parents. |
| Working patterns: | Trust working hours, usually 8:00 – 16:00 but also out of hours as necessary. |
| Working conditions: | Normally indoors and in agreed locations. Attending trips which may be outdoors |

PERSON SPECIFICATION

| Essential | Desirable | Assess by |
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| Knowledge and Qualifications | | |
| Very good numeracy and literacy skills; NVQ 3 for teaching Assistants or equivalent qualifications | Willingness to participate in development and training opportunities Appointed Person training (First Aider) Trained to drive school mini buses | (a), (i) |
| Experience | | |
| Willingness to participate in development and training opportunities Working with students with behaviours that can present as challenging Experience of supervising groups of adolescents Experience working with students with special educational needs | | (i) |
| Skills and competencies | | |
| Understanding of codes of practice and recent relevant education; Good understanding of the principles of child development and the learning process Can actively self evaluate learning needs and seek out learning opportunities Can work as a member of a team, understanding their role in the classroom and associated responsibilities. Ability to work in a confidential manner Excellent communication skills to work with all stakeholders | | (a), (i) |
| Physical, mental and emotional demands | | |
| Ability to remain positive under challenging | | |



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| circumstances Ability to manage emotional demands of working with young people with a wide range of behavioural, social and emotional problems Has a proven ability to work under pressure | | |
| Other | | |
| Is committed to meeting the needs of learners and their families | | |

Key to assessment methods; (a) application form, (i) interview, (r) references, (t) ability tests (q) personality questionnaire (g) assessed group work, (p) presentation, (o) others e.g. case studies/visits

Please note that Recruitment and Selection records will be retained and used in accordance with the General Data Protection Regulations (GDPR) 2018 and other legislative provisions.