

AUEA Inclusion Room Manager Application Pack



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01. Welcome from the Principal

Thank you for your interest in joining Aston University Engineering Academy.

At AUEA, we believe that inclusion and personal development are inseparable. Every student has the right to learn in an environment that is calm, structured and fully inclusive, enabling them to develop the knowledge, character and professional behaviours they need for future success. This commitment is reflected in AUEA's wider mission to ensure that all students receive '*Knowledge for Life and Skills for the Future*' and are supported to grow through high expectations, personalised pathways and the development of employability values such as resilience, responsibility and respect.

Within this ethos, the Inclusion Room Manager holds a pivotal role. By leading a restorative, purposeful and well-structured space, the postholder ensures that students who require additional support continue to access an inclusive learning environment rather than being marginalised or excluded from the learning community. This function directly supports AUEA's aim of fostering both professional and personal development in all learners, helping them regulate behaviour, rebuild relationships and reengage with their curriculum successfully.

The role therefore goes beyond supervision; it reinforces AUEA's belief that every young person deserves the opportunity to reflect, reset and return to learning with dignity. By maintaining high standards, modelling professional conduct and working closely with pastoral and curriculum teams, the Inclusion Room Manager ensures that inclusion is not merely a principle but a daily lived reality for every student.

The role is:

Status: Permanent

Hours: 39.5 hours per week (Term Time Only)

Weeks: 5 days per week

Start Date: As soon as possible

Salary: Scale 6, £29,489 to £31,392

David Chapman

Principal

Aston University Engineering Academy

02. About Aston University Engineering Academy

Aston University Engineering Academy (AUEA) is a specialist 11–19 University Technical College located in Birmingham. We are sponsored by Aston University and work in close partnership with leading engineering and professional employers.

Our specialisms include Engineering, Science, Mathematics and Business Pathways.

Students benefit from a longer working day aligned to professional expectations, a business dress code, employer-led projects, high academic ambition and strong pastoral care.

Core Values:

- Professionalism
- Respect
- Resilience
- Ambition

AUEA's core mission and values are closely aligned with those of Aston University, reflecting our shared commitment to developing confident, capable and socially responsible young people. Aston University outlines five guiding values — **Ambition, Collaboration, Inclusion, Innovation and Integrity** — which shape its vision to be a leading university of science, technology and enterprise and to create positive transformational impact for students and communities.

These values directly complement AUEA's own ethos of *high expectations, professionalism, respect, resilience and responsibility*, as well as our mission to equip students with '*Knowledge for Life and Skills for the Future*'. At AUEA, we set ambitious standards for academic excellence and personal development, mirroring Aston University's commitment to ambition and excellence for all learners. Our strong partnership model with industry and external agencies demonstrates the same spirit of collaboration that underpins Aston University's strategic priorities.

Crucially, both institutions place inclusion at the heart of their educational philosophy. Aston University emphasises providing an inclusive, caring and empowering environment for all, respecting the value that diversity brings to a learning community. This aligns directly with AUEA's belief that *every student has the right to access a calm, structured and fully inclusive learning environment*, with the Inclusion Room Manager role serving as a practical expression of this commitment. By ensuring that all students — including those who need additional support — remain engaged in learning, we embody the same dedication to equity, dignity and opportunity that Aston University champions.

Similarly, the university's values of innovation and integrity resonate with AUEA's approach to curriculum design, pastoral support and professional conduct. Aston University nurtures an innovative environment that encourages new ideas and diverse perspectives, while also upholding honesty, fairness and ethical behaviour as central principles. AUEA echoes this through our emphasis on STEM aligned education, restorative behaviour systems and high standards of professional behaviours, preparing students to contribute ethically and creatively to the world around them.

Together, these aligned values underpin a unified culture across the academy and its sponsored institution, one that prioritises aspiration, inclusion, integrity and the empowerment of every learner. This shared foundation strengthens the educational journey of AUEA students and reinforces our

collective mission to develop the next generation of skilled, responsible and future ready young people.

03. Academy Information

Age Range: Year Groups 9-14

Specialist Focus: STEMM

Location: Birmingham (B7 4AG)

Sponsor: Aston University

Number on roll: 1008 (242 lower school, 766 Sixth Form)

Last Ofsted Inspection: February 2026

AUEA is known for calm and purposeful corridors, high attendance expectations, a disruption-free learning culture, clear behaviour systems and a strong safeguarding ethos. Student destination data illustrates how AUEA prepares its students for life beyond school throughout a wide variety of STEM careers, apprenticeships and university courses.

04. Job Description – Inclusion Room Manager

1. Managing the Inclusion Room

- Lead the day-to-day running of the Inclusion Room, ensuring it is calm, purposeful, and conducive to learning.
- Provide structured learning opportunities for students removed from lessons for a fixed period supplied by relevant subjects.
- Ensure students complete high-quality work aligned with the curriculum.
- Maintain accurate records of attendance, behaviour incidents, interventions, and time spent in the inclusion room.
- Monitor student conduct, wellbeing, and engagement whilst in the inclusion room and monitor impact when they return to classes.
- Manage external students placed in the Inclusion Room as part of Off-site Direction (Re-direct) including liaising with parent school.
- Maintain detailed records and work closely with the Pastoral Team and SEND Team.



2. Supporting Students with Behaviour, SEND and Additional Needs

- Provide tailored support for students referred to inclusion due to behaviour concerns, SEND-related issues, or other barriers.
- Liaise with the SENCO, DSL, and pastoral leads.
- Implement short-term interventions that promote regulation and readiness to help prevent “At Risk” students from being out of lessons.
- Support student reintegration plans.
- Be a “Responsible Person” for students needing to self-regulate and take time out of lessons.

3. Promoting Inclusive Learning Across the Academy

- Work with colleagues to support inclusive classroom practice.
- Feedback on strategies for students who have to use the room and those at risk would benefit from when they return to the classroom.
- Identify patterns of need and contribute to whole-school strategies.
- Develop inclusion resources, behaviour-support materials and SEND-friendly tools.

4. Working With Colleagues

- Liaise regularly with the Assistant Principal (Pre16), SENDCO, DSL, College Leaders, and teaching staff.
- Contribute to multi-agency planning.
- Provide advice and support to HLTAs and colleagues.

5. Working With Parents and External Agencies

- Communicate effectively with parents.
- Liaise with external agencies as directed by SLT.

6. Safeguarding

- Work in line with statutory safeguarding guidance.
- Share concerns with the DSL.
- Promote safeguarding and welfare for all.

All other duties as required by the Principal to ensure effective provision is available across the academy.



05. Person Specification

Qualifications and Training

- Equivalent NVQ Level 3 or above.
- Relevant experience or training in behaviour support, SEND, or inclusion.
- GCSE English and Math's (Grade 4/C or above)

Experience

- Experience working with young people in an educational setting.
- Experience supporting students with behaviour & SEND needs.
- Experience planning and delivering interventions.

Skills and Knowledge

- Understanding of inclusive practice and behaviour support.
- Ability to assess student needs and tailor interventions.
- Strong organisational and tracking skills.
- Knowledge of external agencies.
- Strong safeguarding knowledge.

Personal Qualities

- Patient, calm, and resilient.
- Strong communication and relationship-building skills.
- Proactive, organised, and reflective.
- Reliable, forward thinking and team player.

06. Recruitment & Onboarding

The structured recruitment process is aligned with safer recruitment guidance.

If successful, you will receive:

- Conditional offer subject to safeguarding checks
- Structured induction programme
- Access to training and professional development

07. Professional Development at AUEA

AUEA is committed to continuous professional development. Staff benefit from:

- Instructional coaching
- Safeguarding and behaviour training
- SEND training
- Leadership development pathways
- Links to Aston University CPD opportunities

