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| **REDDISH VALE HIGH SCHOOL****JOB DESCRIPTION**

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| **Post Title:** | Internal Exclusion Lead |
| **Pay Range:** | Scale 6, Points 26-28 (pro rata to hours and weeks worked) |
| **Hours:** | 37 hours per week, TTO + 5 days, Fixed Term Contract 31st August 2018 |
| **Responsible to:** | Assistant Headteacher |
| **Liaise with**: | All members of the staff team (teaching and support) as well as students, parents, members of the public and external agency workers. |   |

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| **Main purpose of the job:** * The Internal Exclusion Unit is an internal provision for students across Key Stages 3 and 4 who may have been removed from lessons, who may need additional or specialist support to tackle underlying problems that are causing their challenging behaviour, or who are at risk of Fixed Term or Permanent Exclusion.
* The main purpose of the role is to support in setting up and take responsibility for the management of the school’s Internal Exclusion Unit on a day to day basis, directly supervising and working with the students accessing it. The post holder will be responsible for the establishment of targeted groups and for delivering appropriate behaviour strategies set within the ethos of the school which will contribute to improved behaviour and attendance in support of learning. The post holder will deliver a tailored curriculum to the groups and support individual learning for other students, in liaison with subject staff.
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| **Areas of responsibility and key tasks:** **Teaching, Learning and Assessment*** To oversee students’ work within the Internal Exclusion Unit and ensure that learning experiences offered to students are appropriate and relevant to their needs.
* To continually review and develop the range of learning experiences offered to students in conjunction with subject specialists
* To keep informed of curriculum developments relevant to individuals via discussion with Faculty Leaders
* To contribute to detailed schemes of work in line with national requirements and School Policy
* To ensure that students’ work is assessed and progress monitored and that accurate records of progress are kept
* To contribute to devising and implementing strategies for celebrating student achievement, e.g. regular display of work
* To ensure that profiles and progress reports are written on all students, by published deadlines, and that these conform to School Policy
* To assist where necessary in supporting public and internal examinations
* To liaise with the appropriate colleagues to ensure that the educational needs of all students are met
* To work in a variety of ways to support, motivate and challenge students to raise levels of attendance and behaviour
* To take responsibility for planning, preparing and delivering programmes of intervention for groups of identified students at risk
* To monitor planning, recording and reporting of inclusive practice.
* To actively seek out ways to enrich the learning experience of students through the co-ordination of extended learning programmes (homework, clubs, family learning)

**Professional Support*** To create and maintain a disciplined learning environment that enables students to achieve highly
* To participate in opportunities to aid professional development. Such opportunities will reflect the School’s approach to performance management and include strategies for extending professional experiences, in consultation with your line manager
* To work collaboratively with colleagues
* To participate in staff meetings, school routines, meetings with parents, students and other professional bodies as appropriate and for the safety and well-being of students
* To produce and update as necessary, an Internal Exclusion Unit Handbook

**Communications*** To attend appropriate meetings where relevant to provide feedback to relevant colleagues
* To attend teaching team meetings when required and contribute to discussions
* To contribute with effective liaison with institutions outside the School
* To liaise with the nominated Senior Leadership Team/Line Manager/ HOY/HOF/SENCO/ Safeguarding Officer/Attendance Officer/ Pastoral team/external agencies/advisors as required
* To develop positive relationships and maintain contact with families and carers
* To maintain regular liaison with relevant pastoral and teaching staff in order to discuss, monitor and review progress of identified students on Pastoral Support Programmes and following reintegration from the Internal Exclusion Unit.

**Resources*** Ensure that relevant resources are kept up to date, catalogued and sorted in an organised way, and accessible to staff
* To oversee that equipment and resources for inclusion comply with health and safety requirements

**General*** To be aware of and comply with policies and procedures relating to child protection, safeguarding, health and safety, security, confidentiality and data protection, reporting all concerns to an appropriate person as soon as they arise
* Actively promote equal opportunities and support the delivery of services which are accessible and appropriate to the diverse needs of service users.
* To participate in training and other learning activities and the schools performance management process
* The post holder will be expected to work flexibly and carry out all duties in compliance with the School Policies
* Any other duties and responsibilities within the range of the salary grade.

**Note:** Everyone who works at Reddish Vale High School has the responsibility for promoting the safeguarding and welfare of students.  |
| **Signed by Post Holder:** | **Date:** |
| **Signed by Headteacher:** | **Date:** |

**PERSON SPECIFICATION**

**INTERNAL EXCLUSION SUPERVISOR**

| **Attributes** | **Essential** | **Desirable** | **Assessed by** |
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| **Qualifications & Training** | * GCSE Level Maths and English (Grade A-C)
 | * Teaching related qualification e.g QTS/HLTA qualification or equivalent
* Training in SEBD/SEN
 | Application |
| **Experience**  | * Experience of working successfully with students with Social, Emotional and Behavioural Difficulties
* Experience of working with students/young people and their families
* Experience of delivering the core subjects of English, Maths and Science
* Experience of resource preparation to support learning programmes
 | * Experience of working in a Community/family

setting* Experience of contributing to, implementing and reporting on personal action plans, EHA and MCAFs.
* Evidence of excellent teaching and classroom management skills
 | Application/Interview |
| **Abilities, skills and knowledge** | * Good literacy and numeracy skills
* Excellent communication skills written and verbal with the ability to communicate effectively with a wide range of audiences including education and care professionals, school staff, students and their families.
* Ability to develop positive relationships with the target groups
* Ability to lead and motivate others.
* Ability to create and deliver an ambitious vision for SEMH students
* Ability to work effectively with colleagues from across the curriculum
* Ability to work on one’s own initiative
* Ability to maintain complete confidentiality, and act with sensitivity and discretion at all times
* Ability to keep calm under pressure
 | * Ability to contribute to whole school improvement
* Knowledge of record keeping systems
 | Application/Interview |
| **Other** | * Commitment to equal opportunities
* A willingness to apply for an Enhanced DBS check.
* A willingness to undertake additional training, keep up to date with developments and changes in good practice
 |  | ApplicationInterview |