**Inclusion and Behaviour Manager at Atlantic Academy Portland**

**Salary – Scale Point 18 – 29 £18,870 - £26,470**

**Deadline: Monday 19th November 2018 12.00 pm**

**Responsible to: Faculty Director of Inclusion and SEN**

**Job Description**

**Purpose**

* To manage students who are internally excluded as part of the Academy’s Managing Behaviour Policy
* To provide data to Senior and Middle Leaders to support their reintegration meeting with parents and students

**Tasks and Responsibilities**

* Maintain appropriate standards of behaviour in the Internal Exclusion Room in accordance with the Academy’s policy
* Communicate with all staff the daily Internal Exclusion Room register
* Produce daily, weekly and termly reports for Senior and Middle Leaders with regard to all behaviour and achievement data
* Ensure that all students serving interval exclusions have appropriate work for each period of the day they are in the room, according to the timetable that is already in place
* Develop the Internal Exclusion Room displays to promote high expectations
* Co-ordinating and recording the loan of uniform for those students who are inappropriately dressed

**Staff Development Responsibilities**

* Participating in the Academy’s appraisal procedures
* Attending relevant training and development opportunities as required by the Principal

**Other Duties**

* To undertake such other duties as may be required from time to time commensurate with the level of the post
* Particular duties and responsibilities attached to the post may vary from time to time without changing the general character of the duties or the level of responsibility entailed
* To have a commitment to Child Safeguarding; to promote the welfare of children and young people in accordance with the Aspirations Academy Trust agreed procedure
* To play a full part in the life of the Academy community, to support its distinctive aim and ethos and to encourage staff and students to follow this example.
* To support the Academy in meeting its legal requirements for worship.
* To promote actively the Academy’s corporate policies.
* To comply with the Academy’s Health and Safety policy and undertake risk assessments as appropriate.
* To show a record of excellent attendance and punctuality.
* To adhere to the Academy’s Dress Code.

**General**

Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.

The Academy will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

**Special Conditions of Service**

Due to the nature of the post, candidates are not entitled to withhold information regarding convictions by virtue of the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975 as amended. Candidates are required to give details of any convictions on their application form and are expected to disclose such information at the appointed interview.

As this post allows substantial access to children, candidates are required to comply with departmental procedures in relation to police checks. If candidates are successful in their application, prior to taking up post, they will be required to give written permission to the Department to ascertain details from the Police regarding any convictions against them and, as appropriate the nature of such conviction/s.

**Equal Opportunity**

The post holder will be expected to carry out all duties in the context of and in compliance with the academy’s Equal Opportunities Policies.

This job description will be reviewed at regular intervals and is subject to change as the needs of the academy evolve.

**Person Specification:**

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| Criteria Experience | 1. Working with vulnerable young people 2. Working within Primary/Secondary School environment |
| Qualifications and Training | 1. GCSE grade C or above in Maths and English or equivalent qualifications |
| Aptitude and Abilities | 1. Computer literate 2. Excellent organisational skills 3. Ability to work under own initiative and also as part of a team 4. Helpful and positive nature 5. Understanding the importance of confidentiality and discretion 6. Highly motivated showing resilience, stamina and reliability under pressure 7. Reflective – able to review own performance and keen to learn and develop own skills 8. Flexible attitude towards work and ability to adapt quickly to new demands 9. Good communication skills in respect of work with students and liaising with colleagues 10. An ability to support students who are vulnerable 11. Commitment to the value and ethos of the Academy |
| Other Factors | 1. Commitment to equality of opportunity and the safeguarding and welfare of all students 2. Enhanced DBS check |

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**The Aspirations Academies Trust**

The Aspirations Academies Trust (AAT), as a sponsor of primary and secondary age academies in

England, is committed to raising students’ aspirations so that all young people reach their fullest

potential and achieve the success they want for themselves.

The Aspirations Academies Trust in England benefits from QISA’s (The Quaglia Institute for Student Aspirations) remarkable record of more than 30 years of research and experience working with students, educators, and schools.

Aspirations is the ability to dream about the future while being inspired in the present to reach those

dreams. The Aspirations Academies Trust was set up in England with the vision to combine the thirty

years of educational research by Dr. Russ Quaglia on student aspirations with effective and

innovative school improvement techniques in order to create truly outstanding schools that would

fully prepare students to succeed in this exciting world.

Central to the philosophy of the Aspirations Academies Trust is the innovative Aspirations Framework developed by the Quaglia Institute for Student Aspirations (QISA) which outlines the belief that for all students to have high Aspirations, three Guiding Principles must be present: Self‐Worth, Engagement, and Purpose. These Guiding Principles direct the development of educational experiences from the individual classroom to the entire school building. The Three Guiding Principles, in turn, are lived out through 8 Conditions that emphasise relationships, active and engaging teaching and learning, and a sense of responsibility over one's own aims and goals.

**The 8 Conditions are:**

**Belonging ● Heroes ● Sense of Accomplishment ● Fun and Excitement ● Curiosity and Creativity ● Spirit of Adventure ● Leadership and Responsibility ● Confidence to Take Action.**

Students who have high aspirations believe in themselves, are meaningfully engaged in their learning and the life of the school and work with intention toward their goals.

Our Aspirations Academies have a commitment to make certain that all young people achieve their fullest academic potential and become responsible citizens. To achieve this goal, we are dedicated to

promoting and putting into practice the Three Guiding Principles and 8 Conditions that foster student

aspirations. Each Academy strives to ensure that all students have the opportunity to discover and

appreciate their endless promise for a successful future.

The Aspirations Academies Trust considers that its beliefs and principles are applicable and effective with students from age 3 to 18. Each stage of a child’s education is extremely important ‐ pre‐school, primary and secondary ‐ and should, where possible be coherent across the phases of education in the practice of developing the principles and conditions central to the beliefs and aims of the Aspirations Academies Trust.

For this reason, we support primary, secondary and, where possible, all through (Ages 3‐18) academies.

At whatever stage a child joins an Aspirations Academy, whether it is at the age of three or sixteen, the aim is to provide each individual child with the best possible life chance. This is done through the achievement of the highest level of qualifications, the development of skills essential to success in an interconnected and highly competitive world, as well as encouraging the highest aspirations, expecting every student to gain a place at university or enter skilled employment.

**Safe Recruitment Procedure**

The AAT is committed to safeguarding and promoting the welfare of children and young people in its academies. In order to meet this responsibility, its academies follow a rigorous selection process to discourage and screen out unsuitable applicants. This process is outlined below, but can be provided in more detail if requested.

**Disclosure**

This post is classified as having substantial access to children, and appointment is subject to an enhanced police check of previous criminal convictions (DBS). Applicants are required, before appointment, to disclose any conviction, caution or binding over including ‘spent convictions’ under the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975. Non-disclosure may lead to termination of employment. However, disclosure of a criminal background will not necessarily debar individuals from employment – this will depend upon the nature of the offence(s) and when they occurred.

**Shortlisting**

Only those candidates meeting the relevant criteria indicated in the personal specification will be taken forward from application.

**Reference checking**

At least two references will be requested, normally from the previous and current employers. These may be contacted before the interview and in all case before an offer of appointment is confirmed.