

**Job Description**

**Job Title: Inclusion Centre Manager**

**Main Job Purpose:** To manage and deliver alternative curricula to re-engage disaffected pupils with learning. To improve pupil outcomes and raise aspiration.

**Accountable to:** Deputy Head – Progress and Aspiration

**Main Duties**

**Overall Responsibility**

* To coordinate and manage the alternative curricula programme at the Wellington Academy.
* To develop, oversee and deliver bespoke programmes including behaviour modification, anger management, health and wellbeing and personal development and enrichment as well as core academic subjects both on a one to one and group basis.
* To establish and maintain a positive learning environment within the centre, which supports and challenges students academically, emotionally and socially.

**Supporting Students’ Self-esteem, Inclusion and Behavioural Development**

* To support students with action planning and development in relation to their personal journey.
* To challenge and motivate students to promote and build their self-esteem.
* To provide information and advice to students to enable them to take responsibility for their own behaviour, attendance and progress.
* To raise pupil aspiration by coordinating work experiences and a range of aspiration programmes.

**Working with Families**

* To build effective working relationships with parents/carers.
* Work closely alongside external agencies where appropriate to ensure students and their families are able to access a full range of support when required.

**Working with the wider Academy**

* To support the timely process of reintegration of students into the main school where appropriate.
* Ensure all staff are equipped to enable each student to make progress when they are reintegrated.

**Managing Curriculum and Assessment**

* To undertake assessments of students needs to determine specific support and appropriate curricula.
* Support the delivery of the Literacy and Mathematics strategy along with other aspects of both the National Curriculum and the enhanced curriculum delivered within the Centre.

**Administration**

* To maintain accurate records of activities and actions taken, e.g. meetings with Parents.
* To work with other key staff within in the Academy to contribute to IEP’s and provision maps, where appropriate to do so.
* To oversee the daily administration tasks within the Department; photocopying, filing, word processing, etc.
* To ensure the centre remains an attractive learning environment.
* Organise and implement timetables for individuals and small groups.
* To update the student records/data in order to track and monitor the progress of students working within the centre.

**Management of Resources**

* Manage the budget to ensure maximum efficiencies.
* Identify resource priorities.
* Oversee the purchase of resources for which funds have been allocated.
* Oversee the requisition, auditing and monitoring of all resources.
* Oversee the maintenance and storage of all resources.

**Supervision and Management**

* To regularly and systematically update the Deputy Head for Progress and Aspiration on the progress of individual students and agree strategies for future planning and delivery of work.
* To oversee the work of inclusion centre staff to ensure maximum support for students.
* To liaise with subject teachers in planning, evaluating and adjusting learning activities as appropriate.

**Creativity and Innovation (i.e. Problem Solving)**

* The job holder works within academy procedures, policies and approved methods but sometimes has to interpret these to deal with a problem.

**Key Contacts and Relationships**

* The jobholder has extensive contact with students, which involves mentoring, motivating and imparting skills and/or knowledge.
* The jobholder will need the ability to empathise with the needs of young people. Information is exchanged with teachers and other academy staff, academy management, parents/carers and at times representatives of other agencies e.g. Health, Social Care.
* The jobholder must have the willingness to be professionally discreet and to maintain confidentiality on all academy matters.

**Decision Making**

* The jobholder is expected to follow academy procedures to resolve routine problems encountered in the job but to seek assistance, or approval to their recommendations, for anything more unusual. The jobholder should have a willingness to adopt a flexible approach to all directed tasks.

**Resources**

* The jobholder is expected to use academy resources appropriately and with care, but is not personally accountable for their overall security.

**Working Environment**

* The jobholder is mainly based in a classroom setting and there is regular background noise. The work involves some crouching, stretching, or working in other constrained or awkward positions e.g. when dealing with students. There may occasionally be the need to deal with body fluids when giving personal care to students.

**Knowledge and Skills**

* The role demands that the jobholder has the ability to undertake a range of tasks involving the application of rules, procedures and techniques.
* The jobholder needs a good standard of practical knowledge of learning support needs and ways of meeting these, and good skills in dealing with students.
* The jobholder should have knowledge of child protection issues.
* The jobholder must have a good standard of education, particularly in English and Mathematics.

This job description is subject to change to meet the needs of the effective running of the Academy.

All Academy staff are expected to uphold the Staff Charter.

Signed: ………………………………………… Date: ……………………………………

Job Holder