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**Application Pack**

## Internal Exclusion Co-ordinator

June 2017





**Welcome**

**Welcome**

Thank you for your interest in joining a highly committed staff who want the best for all our students so they are ambitious and hungry for future triumph. Wexham School is welcoming, vibrant and successful and I very much hope that you will join us.

Wexham is a highly regarded and successful non-selective maintained school which was judged to be 'Good' when last inspected by Ofsted. In 2013 GCSE results were placed in the top 5% of School’s nationally based on progress, in 2014 this had risen to the top 4%. Our 2015 results improved again to 54% of students achieving 5+ A\*-C grades including Maths and English, the highest in the school’s history for many years with 61% achieving 5 A\*-C grades at GCSE. Given the starting points of our students and that Slough is a selective authority, this progress and achievement is excellent.

A key ingredient of this success has been the priority placed on creating an environment in which both students and staff have the confidence to flourish. My personal belief is that great schools, that demonstrate continuous or sustained improvement, are built on a foundation of highly qualified and committed staff, which can only be achieved through valuing all staff and investing in their professional development.

We have a collaborative culture with supportive programmes for staff and this underpins our focus on teaching, learning and well-being. Students benefit both from this high quality teaching and from their unrivalled access to information and other learning resources opened up by the school's innovative use of technology.

The school hosts the Slough Schools Sport Network of which I am currently the Chairperson. It supports the schools ethos of outreaching and supporting the local community. As such our sports facilities are excellent.

As the Headteacher of Wexham I very much hope you will join me in what are exciting times ahead for the school and the community we serve as we expand from 5 ½ forms of entry to 8 including a multi-million pound building programme. If you want to join us then please do read on. I look forward to receiving your application and meeting you in the future.

Lawrence Smith – Headteacher

**Working at Wexham**

Wexham School was awarded the NFER Research Mark in July 2015 following a significant cultural shift to create a vibrant research ethos that is widespread across the school. The school offers a range of research activity involving the great majority of staff and a genuine sense of enthusiasm and passion for enquiry.

Our staff take part in programmes of professional development such as NPQML and NPQSL. A number of staff are also supported by the school with a Master’s in Education. A partnership with many higher education providers supports this process.

We have developed an extensive and personalised CPD/JPD programme with an emphasis on sharing good practice. It is very rare that our INSET days consist of the whole staff being talked at for extensive periods of times! Instead we use these days to specifically provide training opportunities to selected staff whilst majority use their time to continue their research and update practice as a trusted and committed professional. To support this all staff are provided CPD time as part of their timetable in addition to their PPA time.

NQTs, ITT and staff on assessment routes are fully supported as they work towards QTS. Our links with Brunel University’s Teacher Training Department, were we are an enhanced partner school, are well developed and assist this process. All staff have generous non-contact time in order for them to be developed and further benefit from mentors and coaches.

We share good practice continuously. Morning briefing is primarily used for this purpose. An open door policy around the school means anyone can observe at any time due to our collaborative and supportive approach. Wexham staff have led on CPD outside of the school at various events, including at PiXL, Local Authority Conferences and at Higher Education providers.

All staff are provided an IPad. We have a well-resourced site which is located on the edge of Slough making it a peaceful and green place to work.

Most importantly our staff are friendly, welcoming and encouraging and this is reflected in the children who are fantastic to teach and support as we do everything we can to provide them the best opportunities and inspiration to be successful.

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**Internal Exclusion Co-ordinator** – Start September 2017

Wexham School, Norway Drive, Slough, SL2 5QP

**Salary**: Level 5 – SCP 23-29 £22,159 - £26,842 Full Time Equivalent

**Actual Salary**: £17,969 - £21,767 inc London Weighting

Term Time Only – 35 hours per week 8.20am to 4pm

Wexham School is a friendly and vibrant school with a highly committed staff who want the best for all our students ensuring they are ambitious and hungry for future triumph. We, as a school community, have developed a “can do” attitude through collaboration and effective partnerships. We are a smaller-than-average, non-selective secondary school with a sixth form, situated in a grammar school area. We are a good school where students make good or outstanding progress.

We require, as soon as possible, a well-qualified and enthusiastic colleague to Lead and Co-ordinate our Internal Exclusion Room. This is a new post.

**We are committed to safeguarding and promoting the welfare of children and expect all staff to share this commitment. Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and an enhanced DBS clearance.**

**Closing date: Monday 26th June 2017**

**HOW TO APPLY**

* To obtain an application pack please download the relevant attachments from our website [www.wexhamschool.co.uk](http://www.wexhamschool.co.uk) where further information can also be found about the school.
* If you have any other enquiries please contact Anita Brudenall-Jones on 01753 526797 or email abj@wexham.slough.sch.uk.

**The Appointment Process**

* Applicants are asked to submit applications to: recruitment@wexham.slough.sch.uk
* The application form includes career history, which must be fully completed and accounting for any periods not in employment, and contact details and, therefore, a CV is not required. A supporting letter is required and should be no longer than two pages of A4:
* In your supporting letter please ensure that you detail how your experience and skills meet the Person Specification.

**Internal Exclusion Room Co-ordinator (Job Description)**

**35 hours per week, term time only**

**Start 8.20am to 4pm**

**ACCOUNTABLE TO: Senior Learning Mentor / Inclusion Manager**

**PURPOSE OF JOB:** To co-ordinate the school’s alternative to exclusion room (internal exclusion); as part of the school’s student behaviour management strategy.

**KEY AREAS AND ACCOUNTABILITIES**

1. To co-ordinate and supervise internal exclusion.
2. To co-ordinate and manage administration pertaining to internal exclusion once this sanction has been deployed.
3. Maintain appropriate standards of behaviour in the room in accordance with school policy.
4. To liaise with Leaders of Year, Learning Mentors and Senior Management in regards to internal exclusion referrals.
5. Conduct interviews with students in the facility to ensure they are aware of the procedures and required standards and to reinforce the reasons for the sanction.
6. Maintain appropriate records of discussions with students, reporting to the relevant staff.
7. To communicate to staff the daily internal exclusion register.
8. To provide half termly statistical reports and analysis on internal exclusion referrals.
9. To maintain accurate records and update the school information management system (SIMS) with accurate information regarding internal exclusion.
10. To develop programmes of work for student to complete during internal exclusion in liaison with Leaders of Departments so that student learning is maximised.
11. To develop restorative practices in an attempt to modify and improve behaviour, and improve relationships between students and staff. Complete exit interviews with students, complete the appropriate records and communicate with staff.
12. To supervise students who are internally excluded conduct community service.
13. Challenge and motivate students to promote and reinforce high levels of self-esteem.
14. Liaise with colleagues to ensure students in the facility are provided with appropriate and sufficient work and that completed work is conveyed to relevant staff.
15. Communicate set work to students and offer help and guidance as required.
16. Support student management strategies and policies of the school and undertake additional duties (when no student has been referred) eg. On call, covering lessons, in-class behaviour support, student mentoring.

**GENERAL**

* To attend School and relevant wider based training sessions as required or necessary.
* To attend meetings and undertake duties as reasonably directed by the Headteacher.

Ensure that the health and safety of all students and staff is promoted and maintained to a high standard at all times in accordance with the school’s relevant policies and procedures.

This job description is not your contract of employment, or any part of it. It has been prepared only for the purpose of school organisation and may change either as your contract changes or as the organisation of the school is changed. Nothing will be changed without consultation. This document must not be altered once it has been signed but it will be reviewed annually as part of the performance management process or as appropriate.

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| **Safeguarding Children** |
| In accordance with the School’s commitment to follow and adhere to the Department for Education’s guidance entitled ‘Keeping Children Safe in Education’ (September 2016) and all other relevant guidance and legislation in respect of safeguarding children, you are required to demonstrate your commitment to promoting and safeguarding the welfare of children and young people. All staff are required to maintain appropriate professional boundaries in relationships with children and with all members of the school community and outside agencies, and exercise sound professional judgment which always focuses upon the best interests of the students and the school.You are required to have enhanced DBS clearance. You must understand and carry out your duties in accordance with the responsibilities of being in a position of trust and despatch your duty of care appropriately at all times. You will be expected to present a consistently positive image of the school and uphold public trust and confidence at all times.  |
| **Confidentiality** |
| During the course of your employment you may see, hear or have access to, information on matters of a confidential nature relating to the work of the Wexham School or to the health and personal affairs of pupils and staff. Under no circumstances should such information be divulged or passed on to any unauthorised person or organisation and you will be required to know when or what information can be shared and in what circumstances it is appropriate to do so. |
| **Data Protection** |
| During the course of your employment you will have access to data and personal information that must be processed in accordance with the terms and conditions of the Data Protection Act 1984 and are properly applied to student, staff and school business/information.  |
| **Freedom of Information**  |
| The post holder must be aware that any information held by the school in theory could be requested by the public, including emails and minutes of meetings. It is therefore essential that records are accurately recorded and maintained in accordance with the school's policies and procedures. |
| **Smoking Policy** |
| Smoking is not permitted in any premises or grounds managed by Wexham School. Smoking is not permitted in school vehicles or in any vehicle parked on school premises. |

**PERSON SPECIFICATION**

**POST: Internal Exclusion Co-ordinator**

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|  | **Essential** | **Desirable** |
| **Qualifications** |  |  |
| Relevant training for working with young people aged between 11-19  | ✓ |  |
| NVQ accreditation in a relevant subject or area or similar qualification  |  | ✓ |
| GCSE C grade or higher (or equivalent) in Maths and English | ✓ |  |
| **Experience**  |  |  |
| Experience of working with young people aged 11-19  | ✓ |  |
| Proven track record of successfully working with disaffected young people | ✓ |  |
| Experience of working in a secondary school setting |  | ✓ |
| Experience of assisting students with their learning  | ✓ |  |
| **Skills / Abilities / Knowledge** |  |  |
| An ability to communicate effectively with teachers, students, parents and multi agencies | ✓ |  |
| An ability to work autonomously and as part of a team. | ✓ |  |
| Good organisation, time management, communication and interpersonal skills. | ✓ |  |
| Good research and planning skills  | ✓ |  |
| Knowledge of the main aspects of the organisation of secondary schools |  | ✓ |
| Knowledge of the principles involved in giving advice and guidance to young people including the place of confidentiality and sharing information  | ✓ |  |
| Knowledge of the rights and responsibilities of parents |  | ✓ |
| The ability to liaise with and gain the confidence of all school staff | ✓ |  |
| A clear understanding of the factors which lead to educational disaffection in young people | ✓ |  |
| Knowledge and understanding of strategies to remove barriers to learning in young people | ✓ |  |
| Knowledge of the range of additional support/agencies available for students |  | ✓ |
| Good ICT skills | ✓ |  |
| The ability to work flexibly  | ✓ |  |
| Patience, resilience, tolerance and a genuine understanding of the difficulties that students may encounter with their school and home life | ✓ |  |
| The ability to find creative and imaginative solutions to problems |  | ✓ |
| The ability to produce detailed, concise evaluative reports  | ✓ |  |
| **Attitudes** |  |  |
| A commitment to and an enthusiasm for the post | ✓ |  |
| Adaptability and a professional approach to the responsibilities of the post | ✓ |  |
| An understanding of and commitment to the equal opportunities policies of the LA, and the School | ✓ |  |
| An eagerness to gain experience, expertise and professional development through this position. | ✓ |  |

**The successful candidate must pass the required health and enhanced DBS checks.**