**Job Description**

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| **Post Title:** | Inclusion Support Manager: behaviour, attendance, isolation and exclusion |
| **Accountable To:** | Assistant Principal in charge of Personal Development, Behaviour & Welfare |
| **Location:** | The Ruth Gorse Academy |
| **Scale** | SO2 £28,485 - £30,153 (pro-rata). Actual Salary £24,468 – £25,901  37 hours per week term time only + 5 days |

**PURPOSE OF THE POST**

* To create an ‘Outstanding’ inclusion provision to support The Ruth Gorse Academy’s transition to a 1,260 11-16 provision.
* To raise aspirations and standards for students who have barriers to learning, who are disengaged, isolated or excluded from the Academy.
* To work alongside pastoral staff members and line manage the attendance improvement officers to implement strategies to improve the behaviour and attendance of individual and targeted students.
* Establish excellent systems and working practices to ensure all members of SLT are fully aware of any issues and concerns surrounding students who are using facilities within the Inclusion Centre, or students who would benefit from doing so.
* Be fully aware of the areas identified within The Academy Improvement Plan and lead on achieving areas related to Inclusion Provision.
* To ensure the development of strong relationships and positive communication with parents and carers of students at risk of isolation or exclusion.
* To ensure inclusive practice by planning, leading and implementing effective intervention in teaching and learning for young people who have barriers to learning, are disengaged, isolated or excluded from the Academy.
* To ensure that all young people at the Academy are safe from harm, become confident and resilient individuals, have good self-esteem, are able to successfully access education and can progress to their next stage of education or adulthood.
* To ensure that safeguarding and child protection is a priority and at the forefront of planned support for isolated and excluded students.

**PROFESSIONAL AND CONSTRUCTIVE RELATIONSHIPS**

* Have high expectations of young people including a commitment to ensuring that they can achieve their full academic potential
* Establish fair, respectful, trusting and constructive relationships with students, members of staff and parents/carers.
* Work as a team member and identify opportunities for working with colleagues, managing their work where appropriate and sharing the development of effective practice with them.
* Act as an advocate for young people and families by collaborating and liaising with other professionals to establish a shared understanding of their barriers to learning.

**WORKING WITHIN THE LAW AND FRAMEWORKS**

* Know the current legal requirements, legislation, national policies and local guidance on the safeguarding and promotion of the well-being of children and young people.
* Know how to identify potential child abuse and follow safeguarding procedures.
* Know how to identify and support children and young people whose progress, development or well-being is impeded.

**DEVELOPING PRACTICE**

* Evaluate their performance and be committed to improving practice through appropriate professional development.
* Have a creative and constructively critical approach towards innovation and development; being prepared to adapt practice where benefits and improvements are identified.
* Review the effectiveness of practice and its impact on progress, attendance, attainment and engagement of targeted students.

**DUTIES**

* Effective day to day management of the Academy’s Isolation Unit.
* Collaborate and liaise with middle leaders to map the curriculum in order to enhance the learning experience and aid the reintegration into mainstream school of isolated and excluded students.
* Liaise with teaching members of staff and other professionals to plan and lead a programme of academic intervention in Mathematics, English and Science within the Isolation Unit.
* Mange students’ behaviour constructively by establishing and maintaining a clear and positive framework for behaviour management in line with the Academy’s behaviour policy.
* Establish early identification and support for students at risk of isolation, exclusion or disengagement from the Academy.
* Work alongside SLT, Heads of Year, pastoral staff members, SENDCo and lead attendance improvement officers to develop and implement individual students support plans.
* Develop and promote an inclusive whole school strategy and practice for supporting isolated and excluded students.
* Ensure appropriate work is received by students who are excluded, expectations regarding the work are clear and that this work is handed in on return from exclusion.
* Be instrumental in the management and delivery of the Academy’s programme to support SEMH students.
* Attend family and multi-agency meetings, arrange home visits and lead reintegration meetings.
* Establish fair, constructive and meaningful relationships with families/ parents and carers of identified students and exchange information, keeping them informed and facilitating support.
* Action plan and lead the assessment of the work of students who access support through the Inclusion Support Centre.
* Quality assure support provided for isolated and/or excluded students by accurately recording, reporting and monitoring individual and targeted groups of students.
* Provide line management and supervision of the attendance improvement officers through regular monitoring and review meetings.
* Assist in the supervision, training and professional development of members of staff throughout the Academy.
* Ensure that safeguarding and child protection is a priority and at the forefront of all work undertaken with isolated and excluded students by monitoring, reporting and recording concerns in the role of Child Protection Designated Officer.
* Use information technology systems and administration as required to carry out the duties of the post in the most efficient and effective manner.
* To carry out the duties and responsibilities of the post, in accordance with the Academy’s Health and Safety Policy and relevant Health and Safety Guidance and Legislation.
* Liaise with the key pastoral members of staff to establish a holistic approach to inclusive support.
* Ensure the efficient transfer of information and effective communication with partnership schools/ establishments about isolated and excluded students, including communicating and liaising with staff members at dual registration placements and alternative provision.
* Lead and undertake training and professional development as appropriate to the post.
* Undertake other duties appropriate to the post that may reasonably be required from time to time.

*The Ruth Gorse Academy is committed to safeguarding and promoting the wellbeing of all children and we expect our staff and volunteers to share this commitment. The successful candidate will be subject to a Disclosure Barring Service Check . We promote diversity and aim to establish a workforce which reflects the population of Leeds.*

**Person Specification**

**Inclusion Support Manager**

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| **Criteria** | **Essential** | **Desirable** | **How identified** |
| **Qualifications**  GCSE English/Maths  Designated Child Protection Officer Training | X | x | A/C |
| **Experience**  Proven experience of working effectively with children, young people and families. | x |  | A/I |
| Experience of leading, managing or supervising a professional team. |  | x | A/I |
| Experience and training in areas relating to inclusion, care, support and guidance. | x |  | A/I |
| Proven experience of working with students who exhibit challenging behaviour, are disengaged and at risk of isolation or exclusion from education. | x |  | A/I/R |
| **Skills and Qualities**  Ability to work independently, instinctively and flexibly, responding intuitively to unexpected challenges or changes. | x |  | A/I/R |
| Ability to relate to young people in an empathetic manner and to form positive and sustained relationships with young people and families. | x |  | A/I/R |
| Good organisational skills with the ability to manage a variable workload, prioritise caseloads, work to deadlines and deal with difficult and complex situations in a calm and fair manner. | x |  | A/I |
| Acting as a positive role model, displaying ethical behaviour and a professional attitude. | x |  | A/I/R |
| Honesty, integrity and openness to inspire confidence and trust from young people and families. | x |  | A/I/R |
| Ability to communicate effectively and professionally in person, over the telephone and in writing, including electronically. | x |  | A/I/R |
| Ability to influence others by managing discussion, medicating difficulties and acting restoratively to achieve desired outcomes. | x |  | I |
| Inspirational and motivational skills to lead and guide others into achieving high professional standards. | x |  | I |
| **Knowledge and Understanding**  Good level of knowledge of literacy, numeracy and ICT skills. | x |  | A/I/R |
| Knowledge and experience of inclusion to influence new working practices as a team member. | x |  | A/I/R |
| Understanding of how children and young people develop wellbeing, and how the progress of learners can be affected by a range of influences. | x |  | A/I/R |
| Understanding of the physical, social and emotional difficulties, pressures and challenges that some young people and families face in their daily lives. | x |  | A/I/R |
| Knowledge and understanding of school policies e.g. Health & Safety, Anti-bullying, Equal Opportunities, Child Protection and E-Safety. | x |  | A/I/R |
| Understanding of the importance of confidentiality, and treating information with care and sensitivity. | x |  | A/I/R |
| Understanding and working knowledge of local and national agencies and referral pathways for services that provide support for young people and families. | x |  | A/I/R |

Key: A=Application, I=Interview and assessment, R=Reference, C=Certificate

*November 2017*

**Executive Principal:** Sir John A Townsley BA (Hons) NPQH



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