

**Inclusion Pastoral Leader**

We are looking to recruit a committed Inclusion Pastoral Leader to work with the pastoral team to run the seclusion unit within school. Seclusion is a behavioural provision for students that are working out of mainstream lessons for breaches of the schools behaviour for learning policy. Students will be placed in the seclusion unit by members of the SLT or pastoral leaders via the agreed referral process. Placement will be limited to a maximum of 8 in any day and will be for a fixed number of days from 1-5. Depending on the nature of the behaviour incident, placements will normally be short initially but will accumulate with subsequent referrals.

You will need to:

* Have GCSE grade C or above in core subjects – English & Maths or comparative experience
* Be effective working with children with emotional and behavioural difficulties.
* Have good organisational skills and efficient working practices
* Have good time-management and the ability to cope with work pressure
* Have the ability to work effectively with and command the confidence of, teaching and support staff.
* Work both independently and as a member of a team
* Have the ability to monitor, track and evaluate behaviour data

For more information and to apply, please visit: <https://goo.gl/7rZcgQ> and apply by **11am, Friday 21st July 2017.**

If you have any questions or would like to arrange a visit to the school, please contact Anita Amaning, a.amaning@arkelvinacademy.org or 020 8902 6362.

For queries relating to your application, please contact the Ark recruitment team on recruitment@arkonline.org or 0203116 6345

Location: Brent, London

Deadline: **11am, Friday 21st July 2017**

Hours: Term time only 40 weeks per year

Salary: Ark Support Band 5 (£21,544 - £24,135) Pro rata

**Job description: Inclusion Pastoral Leader**

**Reports to:** Assistant Principal

**Start date:** 31 August 2017

**Salary:** Ark Support Band 5 (£21,544 - £24,135) 40 weeks pro rata

**The Role**

Under the direction of the senior leadership team, to run and develop the seclusion unit at Ark Elvin Academy.

To design and deliver appropriate support and interventions for pupils who need to develop emotional, social and behavioural skills that will allow them to contribute to more effective learning and facilitate strong academic progress.

To provide a complementary service to teachers and other staff, addressing the needs of pupils who require assistance to re-engage in learning in order to achieve their full potential.

**Key responsibilities**

* To manage the day-to-day running of the Seclusion unit
* To ensure that the work of pupils accessing the unit is monitored and properly recorded
* To develop and deliver effective programmes aimed at improving pupils’ capacity for emotional self-regulation and developing pro-social, age appropriate behavioural responses
* To liaise with relevant colleagues to plan pupils’ return to mainstream lessons, provide appropriate support to facilitate their re-integration and support subject teachers to ensure the transfer of skills from the unit to mainstream classes.
* Liaise with parents to ensure continuity of support and to give positive feedback
* To participate in meetings to review progress of pupils accessing the behaviour unit

**Liaison**

* To seek input from all relevant colleagues, in order to plan and deliver effective support and behaviour programmes for pupils with emotional and behaviour difficulties.
* To support identified pupils with their learning whilst at the unit.
* To liaise with parents/carers and be a link between home and the academy

**Monitoring and Evaluation**

* To develop the Seclusion Unit in line with the Academy Improvement Plan, monitoring and evaluating its delivery
* Monitoring the academic progress of targeted pupils with a focus on the impact of intervention strategies on their progress.
* Monitoring the emotional well-being of pupils through the use of inclusion data.

**Policy and Planning**

* Contributing to all communication processes including school publications where appropriate and relevant parental meetings
* Meeting regularly with line manager to discuss pastoral and other issues.

**Coaching**

* Coaching pupils for positive behaviour management
* Coaching pupils to promote motivation and achievement.

**Person Specification: Inclusion Pastoral Leader**

**Qualification Criteria**

* NVQ3 or equivalent in related field
* Degree level qualification (desirable)
* Good Literacy and numeracy – GCSE Maths and English or equivalent
* Right to work in UK

**Experience**

* A track record of delivering support to children/young people with emotional and behavioural difficulties
* Experience of working effectively with children/young people and their families
* Experience of working in a classroom setting in a paid or voluntary capacity
* Experience of working with pupils with additional needs
* Experience of working in a support unit for emotional behavioural difficulties

**Personal characteristics**

* Genuine passion and a belief in the potential of every pupil
* Helpful, positive, calm and caring nature
* A friendly and supportive manner, which enables the development of a positive working relationship with a wide range of staff and pupils.
* A desire to help modify pupils’ behaviour so that they can integrate fully with other pupils and maximise their learning opportunities.

**Specific knowledge and skills**

* Excellent communication skills, written and verbal
* Able to develop a range of approaches to assist in engaging with young people and to encourage them to engage with the learning process
* Understands the range of support services/providers and the ability to communicate effectively with education and care professionals, statutory bodies
* Able to develop positive relationships with targeted pupils, and to empathise with them
* Able to work positively with families and to engage their support in improving behaviour
* Able to consistently display tact and firmness in a variety of situations
* Able to work on own initiative, make good judgments and lead as required.
* Working knowledge of national curriculum and other relevant learning programmes
* Understands principles of child development and learning processes and in particular, barriers to learning
* Able to plan and deliver effective actions for pupils with emotional behavioural difficulties
* Works constructively as part of a team, understands classroom roles and responsibilities and own position within these and commands the confidence of colleagues

**Other**

* Willingness to undertake training
* A commitment to fostering a learning environment, which is welcoming and motivating for pupils
* The post holder must be committed to the safeguarding and welfare of all pupils
* This post is subject to an enhanced Disclosure and Barring Service check.