**INTERNAL EXCLUSION COORDINATOR**

**JOB DESCRIPTION**

**Hours of work:** 28 hours per week (4 days)

**Salary:** Scale H4

**Reports to:** Assistant Headteacher Achievement and Inclusion/SENCO

**Main duties and responsibilities**

**Supporting the students:**

* Work as part of the Inclusion Team, mainly in the Inclusion Centre.
* Effectively manage students who have been internally excluded and those who serve their Fixed Term Exclusion in the Inclusion Centre.
* Effectively manage students who are referred for a short stay due to emotional or other issues in the quiet study space.
* Ensure adequate work is provided for students working in the Inclusion Centre.
* Develop and maintain a resource bank of different levels of work suitable for students studying in the Inclusion Centre.
* Operate reward and sanction systems within the Inclusion Centre.
* Maintain firm discipline in the exclusion part of the Inclusion Centre.
* Under the direction of the Assistant Headteacher, Inclusion, communicate with colleagues, parents and outside agencies as part of Inclusion delivery and school behaviour improvement strategies.
* Develop and Lead a structured mentoring programme including mentoring of students who have accrued a one off Internal Exclusion as well as developing a more substantive mentoring programme for students who are recidivists.
* Uphold the relevant daily/weekly admin for the mentoring programme including student workbooks.
* Mentor students during their time in the Internal Exclusion room offering support and guidance with clear aims for the student to work towards with regards to their learning and behaviour.
* Support with the provision of CPD to a range of teaching and non-teaching staff with regards to behaviour management.
* Assist the Inclusion Administrator during quieter periods in the Inclusion Centre as directed by the Assistant Headteacher, Inclusion.
* Liaise half termly, through structured meetings with each pastoral Year Team to identify students for mentoring support.

**Support for Teaching and Learning:**

* Maintain an effective working space in the Inclusion Centre.
* Uphold the rules of the Inclusion Centre at all times.
* Ensure they collect and drop off students to and from their lessons at the set times of the Inclusion Centre Day.
* Ensure students are working whilst in the Inclusion Centre.
* Have empathy with vulnerable young people, whilst also being able to maintain extremely high expectations of behaviour.
* Work with, guide, mentor and challenge identified students.
* Work with students on an individual basis to contribute to more effective learning through improved behaviour and social skills.
* Assist in the recording of behaviour incidents in the Inclusion Centre.
* Under the direction of the Assistant Headteacher, Inclusion, to audit existing support provided for targeted students/groups and to communicate with appropriate agencies and services to facilitate the sharing of information between all agencies concerned and assist with the implementation of further support where appropriate.
* Participate in training in order to keep up to date with possible sources of support and strategies for working with students.
* Comply and assist with policies and procedures relating to child protection/safeguarding, reporting concerns to an appropriate person.
* To work with identified students to help prevent repeat offences leading to internal exclusion, Fixed Term and/or Permanent Exclusion.

**Support for the School:**

* Be aware of and comply with policies and procedures relating to safeguarding
* Be vigilant with health and safety, security, confidentiality and data protection; reporting all concerns to the appropriate person.
* Attend and participate in meetings as required before and after the school day.
* Contribute to the overall ethos/work/aims of the school.
* Participate in training, other learning activities and performance development as required.
* Assist in the supervision, training and development of staff.
* Any other duties commensurate with the duties/responsibilities/grade of the post
* All staff in school will be expected to accept reasonable flexibility in working
* arrangements and the allocation of duties, including duties normally allocated to posts at a lower responsibility level, in pursuance of raising student achievement and effective team working.
* Willing to undertake and make future use of any training which the school deems necessary or desirable, such as first aid training and driving the minibus (subject to licence requirements).
* If you are bilingual or intermediate in another language, to be prepared to attend, occasionally and by prior arrangement, Parents’ Evenings to support in translating for parents, for which time off in lieu will be given.

**INTERNAL EXCLUSION COORDINATOR**

**PERSON SPECIFICATION**

You will enjoy working with students with challenging behaviour and be effective at maintaining good relationships whilst upholding very high expectations of behaviour.   
   
The post would suit a suitably qualified youth worker or mentor. Alternatively, the post would suit a candidate with life experience gained in job roles that involve working with challenging client groups in highly structured or controlled situations. We would welcome applications from ex-forces personnel or the police force, although this is not a requirement for the post.

**Qualifications**

* A good level of English and Maths
* Recent relevant Professional Development & willingness to develop own expertise

**Experience/Knowledge**

* Successful experience of working with children; ideally within an educational setting
* Understanding of and commitment to develop the ethos of Nower Hill High School
* Have an understanding of the importance of lesson planning and how learning objectives contribute to learning
* Ability to organise and deliver classroom activities

**Skills and Abilities**

* Commitment to Inclusion
* Enthusiasm and commitment for working with students in a co-educational, multicultural comprehensive school
* Commitment to the school’s values of excellent manners and behaviour
* An understanding of the importance of firm and consistent boundaries for children
* Good level of Computer literacy
* Ability to work as part of a team
* A positive and caring disposition
* A robust personality
* Adaptable and flexible
* A fundamental belief that all children can succeed
* Calm under pressure
* Ability to communicate clearly orally and in writing
* Excellent listening skills
* Well organised and practical
* Ability to work on own initiative
* Ability to find creative solutions to problems
* Excellent attendance & punctuality