



**Maiden Erlegh Trust
Job Description**

Role	Inclusion Manager	School/Department	Hamilton School
Grade	Grade 7, spinal points 25 to 29	Reports to	Assistant Headteacher
Job Evaluation Code	MEC024	Date of evaluation	April 2022

Purpose	<p>To operationally manage the Inclusion team (TAs, school care officer and external support services) and interventions, ensuring that effective work with students, who present significant challenges in terms of their integration into the school community and learning environment, is implemented. These challenges may come from their SEN, behaviour, emotional or social difficulties, persistent absence and/or poor self-esteem.</p> <p>To support SLT as a member of ELT by leading, initiating strategic improvements and managing behaviour across the school</p>
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Scope	Main contacts: Students, staff, parents, Local Authority, and other external agencies	Staff responsibilities: Teaching Assistants, School Care Officer	Financial accountability: None
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Main duties and responsibilities	<p>Operational Management of Inclusion</p> <ul style="list-style-type: none"> • To operationally manage the Inclusion Team (Teaching Assistants, Inclusion Support Workers, School Care Officer and external agencies) daily, promoting collaboration and support for each other. • To ensure structure, progress and impact for all students • To log, monitor and keep records of students' attendance and completed work. • To produce and review Teaching Assistant timetables • To coordinate the logging of interventions and impact in Bromcom for the staff team. • To ensure data is triangulated and up to date. • To regularly review and update classroom support plans and share with staff • To prepare paperwork for annual reviews and other parental meetings for the AHT • To lead in the development of resources, in line with current advice and guidance. • To direct and ensure appropriate training is taking place for the team (both internally and externally).
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- Review intervention groups (e.g., SALT, OT, ASD, dyslexia etc) with the AHT and deploy TAs where applicable. Ensure staff and students are aware of session times and communicate this with parents)
- To chair meetings and deliver training for the team.
- To liaise with SENDCO, School Care Officer and SLT on issues arising, being proactive in overcoming barriers to progress.
- To maintain regular and effective communication with Phase Leaders regarding referrals and progress.
- To produce half termly analysis of the work and impact of the Inclusion team, to be presented to SLT.
- To set a high standard of work ethic to all, and to be an excellent role model to staff with regard to positive behaviour management and therapeutic approaches whilst ensuring school policy is followed.
- To support the AHT with regard to In Year Admissions/ Year 7 transition.
- To attend daily pastoral operational meeting ensuring the team are fully prepared for the following day.
- To assist in the development of the school's policy in regards to action against bullying, racism and all forms of discrimination
- To provide advice and guidance to all staff in developing positive relationship with pupils, parents and carers
- Any other administrative tasks as needed by the Phase Leaders or AHT.
- To act as deputy safeguarding lead

General Inclusion Work

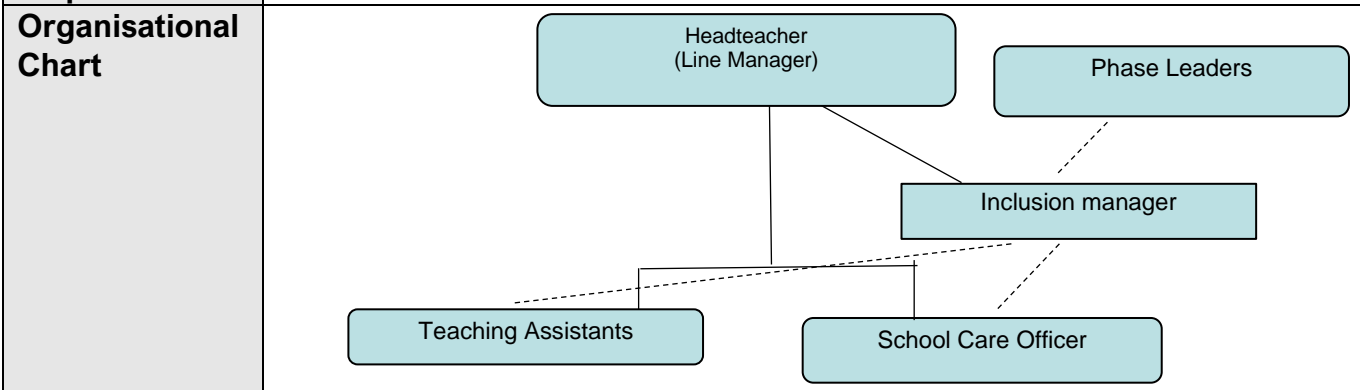
- Effective mentoring of targeted students and those that are on alternative provision
- Providing support for allocated students with their schoolwork either directly (e.g., making up missed work, organising their studies, preparing them for examinations and assessments) or indirectly by liaising with Phase Leaders and AHTs.
- Liaison as appropriate with parents and outside agencies.
- Ensuring accurate record keeping and reporting to Phase Leaders, AHTs, SENCO and CP Leads as appropriate.
- Planning of in-school interventions.
- Evaluating impact of in-house interventions (SOFEA, School Counsellor, organisation groups etc.) and reporting to AHT inclusion.
- Review the support in place for high profile students, such as those on modified or reduced timetables and keep paperwork up to date
- Attend annual reviews and reintegration meetings
- Any other duties that reasonably fall within the purview of the post, which may be allocated after consultation with the post holder.

Behaviour Support

- To support the pastoral and Senior Leadership Team with upholding the school policy and supporting staff where needed.
- To be pro-active in using all available data to identify students that are at risk of exclusion from school and intervening at an early stage to prevent this through mentoring.

	<ul style="list-style-type: none"> • To support with duties, On Patrol, and any other behaviour interventions implemented, as required. In addition, to help manage the reactive behaviour arrangements in line with school policy. • To liaise with parents where needed and provide recommendations for next steps with students. • To have the ability to use behaviour management strategies appropriately and in context. • To support staff in feeling confident with positive behaviour management, and support where needed i.e. meetings, restorative conversations. • To act as the liaison between the school and the local community (including the Police) for any aspect of behaviour issues arising during the school day • To follow through any issues to do with behaviour as required by e.g. SLT taking student statements regarding incidents • Monitor the schools reporting systems linked to Behaviour and Safety and be proactive in supporting staff to maintain high standards and follow school policy
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Other requirements and responsibilities	Enhanced DBS
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**Maiden Erlegh Trust
Person Specification**

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Grade	Grade 7	Job Evaluation Code	MEC024

Qualifications, training, and education	<ul style="list-style-type: none"> • Higher Level Teaching Assistant standards or equivalent qualification/experience. • NVQ Level 2 or equivalent in English and Maths. • Safeguarding Level 3 Trained (or willingness to attend course). • ELSA qualification is desirable or equivalent experience/ qualifications • First Aid training or willing to undertake training
Experience	<ul style="list-style-type: none"> • Knowledge of National Curriculum. • Knowledge of relevant learning strategies • Experience of managing a team, preferably a team that has worked with vulnerable children
Skills and abilities	<ul style="list-style-type: none"> • Enjoy working and being with children and young people • Excellent communication skills and interpersonal skills • A sense of responsibility • Confidentiality at all times • Able to contribute and work effectively as part of a team and able to work independently • Pro-active, flexible, and adaptable • Commitment to the wellbeing and safety of all students • A willingness to learn and develop personal skills • A sense of responsibility and ownership • Knowledge of the standard of work expected from students. • Ability to use ICT effectively to support learning. • Positive behaviour management, particularly those who are vulnerable. • A caring and positive attitude sensitive to students' needs. • A sense of responsibility. • Resilience – ability to absorb and refocus. • Confident in conflict resolution and positive challenge. • Ability to be proactive and use own initiative. • Calm under pressure, adaptable. • Desire to constantly improve own practice/knowledge through self-evaluation and learning from others.
Requirements specific to the role	All staff and volunteers are expected to be committed to safeguarding, equality and promoting the welfare of children and young people.

The Trust retains the right to implement changes in job descriptions and person specifications to reflect changes in the demands of the post. Where this is necessary this will be done in consultation with you.

Maiden Erlegh Trust is an Ethical Leadership Pathfinder organisation, and we are committed to safeguarding, equality and promoting the welfare of children and young people. We are also committed to having the highest expectations of pupil/students and staff and supporting everyone to reach their full potential. All employees of the school and Trust are expected to share these commitments. All posts require satisfactory employment checks and references and a satisfactory enhanced Disclosure and Barring Service check. All Leadership roles will require a Section 128 check.

Signed: _____
Post holder

Date: _____