**Job Description**

**This post has been drawn up with due regard to the National Standards identified for all teachers who attain Qualified Teacher Status and the current School Teacher’s Pay and Conditions Document. It covers the responsibilities of every classroom teacher. Where a teacher has additional teaching and learning responsibilities, those are appended to this generic job description.**

**Name**

**Post Inclusion Centre Teacher (On-site Inclusion Centre for SEBD students)**

**Line Manager Assistant Headteacher Inclusion**

**SALARY RANGE: MPS + TLR2**

**All staff are ultimately responsible to the Headteacher and the Chair of Governors**

**JOB PURPOSE**

**To support the provision for students, especially in the area of behaviour, social and emotional needs, to maximise achievement.**

**MAIN DUTIES:**

**The Inclusion Centre Teacher will be expected to:**

* Lead and manage the day to day running of Y Bwthyn - the on-site Inclusion Centre - in order to reduce the number of times a student is excluded.
* Manage the deployment of the Teaching Assistant assigned to Y Bwthyn on a day to day basis.
* Establish positive working relationships with students accessing Y Bwthyn.
* Liaise with subject teachers to ensure access to curriculum continuity and suitability of work in Y Bwthyn.
* Support students’ access to learning using appropriate classroom management and behavioural strategies to maximise opportunities in terms of educational attainment, improved attendance and overall social, emotional and behavioural development.
* Be fully conversant with the school’s ALN policy and be responsible for its application within Y Bwthyn
* Make full use of an Expectations, Rewards and Consequences framework when managing student behaviour and promoting self-control.
* Develop and implement Individual Education/Behaviour Plans ensuring daily targets are set for students with guidance from ALNCO and Directors of Learning.
* Develop programmes to support behaviour, emotional and social needs, including Anger Management, Conflict Resolution, Self Esteem Development and Mentoring Programmes to enable students to make positive choices about their own behaviour.
* Develop constructive relationships with parents/carers, maintaining regular contact, through letters, telephone calls and meetings.
* Monitor and evaluate student progress and provide objective and accurate feedback and reports as required, to staff and parents, on students’ achievement, progress and other matters, ensuring the availability of appropriate evidence
* Consult with specialist staff and outside agencies in planning and evaluating as appropriate.
* Undertake classroom observations of students to determine support required and progress made.
* Liaise and consult with key members of school staff and outside agencies to develop alternative individual learning pathways for students as required.
* To provide a safe and attractive environment that places values on the students and their activities. To manage and develop resources efficiently and effectively.
* To support a comprehensive programme of extra-curricular clubs, revision lessons and educational visits.
* To ensure that excluded students attend the on-site exclusion facility and that appropriate programmes are developed to meet the needs of each student being sanctioned.
* Collate data to be shared on a half-termly basis with the LT link and produce termly reports for the HT and Governors.
* Contribute to the professional development offered to school staff focusing on behaviour management and related issues in the context of social, emotional and behavioural difficulties.
* Be aware and comply with policies and procedures relating to Child Protection, Health and Safety, Confidentiality and Data Protection and report all concerns to key members of staff within the school.
* To undertake any other duties, in accordance with the post, as requested by the Headteacher.

**Teaching and Learning**

**The Inclusion Centre Teacher will be expected to:**

* To deliver outstanding lessons to all students in Y Bwthyn across a wide range of subjects to levels appropriate to individual student identified needs. This will necessitate detailed consultation with Heads of Faculty and subject teachers.
* To implement innovative strategies in the classroom which promote learning.
* Facilitate curriculum access by implementing effective differentiation strategies aimed at improving standards of attainment and behaviour.
* Devise, implement and review Individual Education Plans (IEPs) and Individual Behaviour Plans (IBPs) for those attending Y Bwthyn in consultation with key members of staff at the school, parents/carers and other relevant agencies.
* Monitor students’ academic progress and attainments and revise learning targets of teaching strategies as appropriate.
* Ensure accreditation is in place for students following alternative individual learning pathways in consultation with external vocational providers.

**Additional Duties**

* Manage one other teaching Assistant within Y Bwthyn
* Liaise with the assistant Head teacher responsible for Social Inclusion
* Attend meetings with parents and external agencies to discuss the progress of individual students.

**Knowledge and Skills**

* Can use ICT effectively in term of record keeping, reporting and supporting learning.
* Working knowledge and experience of implementing relevant learning strategies to students with additional learning needs.
* Ability to relate well to children and adults.
* Work constructively as part of a team.

**Date agreed by Postholder: …………………………………………..**

**Signature of Postholder: ………………………………………….**

**As part of your role at Ysgol Clywedog you can expect to be fully supported by the school in order to be able to achieve excellence in your role.**

**PERSON SPECIFICATION**

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| **Essential Qualities** | **Highly Desirable Qualities** | **How information gathered**  **Application form-AF, Interview- I, Reference-R** |
| Have the ability to manage young people who may display challenging behaviours |  | AF,I,R |
| Have demonstrable experience of working with students with challenging behaviour |  | AF,I,R |
| Highly motivated and committed to maintaining high standards. |  | AF,I,R |
| Be able to work as an integral part of a school team |  | AF,I,R |
| Be a qualified teacher to degree level |  | AF,I |
|  | Have a qualification in the area of SEN | AF,I |
|  | Have an understanding through experience of mainstream and special education especially PRUs | AF,I,R |
| Be able to teach up to GCSE level in a variety of curriculum areas |  | AF,I,R |
|  | Have the ability to manage and organise support staff. | AF,I,R |
| Be flexible and willing to work in a variety of situations |  | AF,I,R |
| Have the ability to engage with and liaise with a variety of outside agencies. |  |  |
| Have the ability to deliver training to school staff in aspects of behaviour management within the school |  | AF,I,R |
| Have the ability to manage and organise staff support groups. |  | AF,I,R |