

GARTH HILL COLLEGE JOB DESCRIPTION

SALARY GRADE: Bracknell Forest Grade G

POST TITLE: Inclusion Manager

PURPOSE:

- Be a lead member of the Behaviour Support Team, as part of the 'School of Supported Learning', working with others to bring about a positive change in our learners who are experiencing difficulties with their behaviour and/or emotional or social development.
- Responsible for managing an alternative provision center that provides an alternative curriculum and interventions for SEMH pupils.
- To liaise closely with the Behaviour Support Manager and other members of the Behaviour Support Team, SENCO and Assistant Principal (Head of the School of Supported Learning), Heads of House and other staff and agencies as appropriate, to ensure efficient and effective provision for those pupils experiencing difficulties.
- To lead on external alternative provision placements and the monitoring, review and evaluation of these provisions.

RESPONSIBLE TO: Assistant Principal (Head of the School of Supported Learning)

RESPONSIBLE FOR: Managing the Alternative Provision Center, including leading on external alternative provision, and line managing the support staff that work in the alternative provision center.

LIAISON WITH: SLT, SENDCo, Behaviour Support Manager, the Learning and Behaviour Support Teacher, Heads of House, Curriculum Team Leaders, teachers and support staff, LA representatives, external agencies, pupils and parents.

MAIN RESPONSIBILITIES:

1. Manage the day to day running of the Alternative Provision Centre, supporting the Learning and Behaviour Support Teacher to deliver an appropriate curriculum for SEMH pupils.
2. Line manage and deploy Higher Level Teaching Assistants to support SEMH pupils in the Alternative Provision Centre.
3. Coordinate and help to plan a Preparing for Adulthood programme that incorporates work experience and alternative courses.
4. To facilitate pupils' successful transition to Post 16 education.
5. Be responsible for leading on Princes Trust, attending moderation meetings and any training.
6. Ensure an appropriate working environment conducive to pupils' good learning, progress and behaviour.
7. Develop a range of effective interventions to empower SEMH pupils to develop strategies to change their behavior.
8. Keeping accurate records relating to the operation of Alternative Provision Center (ie. pupils' attendance, behaviour, learning and progress etc.).

9. Complete termly analysis of behaviour and academic data for SEMH pupils accessing the Alternative Provision Centre.
10. To lead on Behaviour Support Plans for SEMH pupils in the Alternative Provision Centre, liaising closing with key college staff, parents and other professionals in a multi-agency context.
11. To lead the completion of referrals for pupils off site alternative provision and to monitor such provision on a regular basis in line with the College's policies and procedures to ensure all external requirements are met.
12. To lead the management of the re-integration of pupils, managed moves etc.
13. To carry Duty Walkabout and other contractual break and lunch duties as required.
14. Maintain high standards of pupil discipline both in and outside of College. This will include specific duty support in the wide College community and liaison with local businesses and organisations.
15. Carry out any other responsibilities generally relating to this role and as reasonably directed by the Principal.

Signed **Name**.....

Dated

**GARTH HILL COLLEGE
PERSON SPECIFICATION
Post: Inclusion Manager**

KEY CRITERIA	ESSENTIAL	DESIRABLE
Qualifications and Training	<ul style="list-style-type: none"> ▪ Level 3 threshold pass (2 'A' Levels in any subject) or NVQ level 3 or above. ▪ Level 2 pass (GCSE or equivalent) in Maths and English at grades A* - C. ▪ Training or certification in Behaviour Management, Youth Counselling etc. or equivalent experience of. ▪ Proficient in Microsoft office. 	<ul style="list-style-type: none"> ▪ Relevant training for working with young people aged 11-16.
Competence Summary (Knowledge, Abilities, Skills, Experience)	<ul style="list-style-type: none"> ▪ Experience of working in an educational setting with young people with emotional and behavioural difficulties and or other needs (SEND, ASD, ADHD etc.) ▪ Good organisational skills. ▪ Good time-management and the ability to cope with work pressure. ▪ An ability to work both independently and as a member of a team. ▪ An effective communicator, able to project a positive and effective message both orally and in writing. ▪ Knowledge and understanding of strategies to remove barriers to learning in young people. 	<ul style="list-style-type: none"> ▪ Knowledge of the main aspects of the organisation of secondary schools.
Work-related Personal Requirements	<ul style="list-style-type: none"> ▪ Able to remain calm and defuse conflict. ▪ Works harmoniously with others. ▪ Responds positively to instructions and procedures. ▪ Commitment to the protection/safeguarding of all students. ▪ An enhanced DBS Clearance 	