



# Wimbledon College

**Job Title:** Inclusion Supervisor  
**Salary:** Senior Officer 2  
**Hours:** 35 hours per week, 39 weeks per year (Term Time + 1 week)  
**Responsible to:** Deputy Head (Higher Line)  
**Responsible for:**

## **Main purpose of post**

To intervene with identified pupils to improve behaviour and support individual or small groups of pupils as required.

To supervise and work with pupils in the Inclusion Room. These pupils are placed in the Inclusion Room by Senior Leaders or Heads of Year. The pupils will have presented challenging behaviour or will have had difficulty meeting normal classroom expectations

Support pupils in the Unit to complete work and help the pupils focus in a structured, calm and simple environment to facilitate a successful return to normal lessons

## **1. Intervention and Support for Pupils**

- 1.1. Promote consistency of behaviour management across the School
- 1.2. To support pupils to commit to the School's behaviour and attendance policies by working with individuals or small groups
- 1.3. Work with pupils to identify barriers to learning and develop appropriate strategies to overcome these
- 1.4. When not supervising, be on call to take statements

## **2. Supervision and support for pupils in the Inclusion Room (Lloyd Room)**

- 2.1. Receive and settle pupils referred to the room
- 2.2. Supervise pupils working in the room ensuring a calm working environment
- 2.3. Liaise with other staff regarding the setting of work to be done in the inclusion room
- 2.4. To challenge and motivate pupils. Promoting and developing their self esteem
- 2.5. Liaise with other, relevant staff to gather information about pupils to give updates on pupils
- 2.6. Work with pupils to identify barriers to learning and develop appropriate strategies to overcome these
- 2.7. Assist in the delivery of high standards of learning in the Inclusion Room
- 2.8. Be aware of and apply, school procedures and policies
- 2.9. Ensure the room is tidy and well maintained
- 2.10. Liaise and consult with members of the Senior Leadership Team, Heads of Year, Pastoral Support Assistants and teachers.
- 2.11. To maintain accurate records of pupils attending the Inclusion Room
- 2.12. To monitor data on behaviour and report to line manager
- 2.13. Liaise with subject teachers to gain key information about units of work in order to prepare to support pupils with their work

## **3. Supporting the School**

- 3.1. To participate in relevant in-service training and actively seek other learning activities
- 3.2. To attend and participate in meetings as required.
- 3.3. To participate in performance development/appraisal, contributing to the overall planning, development, ethos, work, aims and organisation of support service to the school.
- 3.4. Recognise own strengths and areas of expertise and use these to advise and support others
- 3.5. Implement planned supervision of pupils out of lesson times e.g. clubs/extra-curricular activities
- 3.6. To comply with school policies and procedures. Including safe guarding, health, safety and data security. Reporting any concerns to an appropriate person.
- 3.7. To be aware of confidential issues linked to home/pupil/teacher/schoolwork and to keep confidences appropriately.
- 3.8. To undertake other appropriate tasks as directed by line managers or the Head Master.

Standard hours are Monday to Friday 8am to 4pm (with one hour for lunch) subject to variance to allow for busy periods. Flexible only where a pre-planned agreement exists with line manager. The post holder will be expected to work extended days in busy seasons with time off in lieu. Attendance at evening meetings/inset training days and events may be required.

- **Person Profile**

- **Qualifications and Experience**

- Demonstrable levels of high standards of literacy and numeracy (e.g. GCSE A\*-C in Mathematics or English).
- A minimum of two years' experience of working with children is desirable but not essential (either paid or unpaid capacity) preferably in a secondary education setting.
- Experience of working with pupils exhibiting challenging behaviours is also desirable.

- **Knowledge, skills and abilities**

- Understanding of factors affecting behaviour in lessons.
- Awareness of relevant legislation relating to child protection
- Understanding of child development and learning processes.
- Understanding of issues affecting behaviour and barriers to learning.
- Ability to supervise challenging pupils during temporary internal exclusion.
- Ability to persuade, influence and gain co-operation.
- Ability to implement individual behaviour improvement strategies.
- Effective oral and written communication skills.
- Excellent interpersonal skills both in working relationship with young pupils and in forming effective professional relationships with a wide range of contacts.
- Good organisational and time management skills.
- Sound IT skills to support learning and maintain electronic information.
- Ability to evaluate and review progress.

- **Personal attributes**

- Able to form and maintain appropriate professional relationships and boundaries with children and young people.
- Ability and willingness to work constructively as part of a team.
- Ability to supervise pupils effectively both in and out of school in line with the school's behaviour policy.
- Ability to deal with sensitive information in a confidential manner.
- Ability to help children and young people to transfer their learning to other parts of their lives.
- Ability to provide a good role model to young pupils.
- Ability to use own initiative and work flexibly.

- A commitment to providing a responsive and supportive service and a willingness to constantly seek ways of improving the service.
- A commitment to deliver services with the framework of the school's equal opportunities policy.
- Has the ability to work with parents, external agencies and the wider community.
- Ability to analyse problems, reach considered judgements, resolve issues and delegate effectively.
- Personal organisation and time management skills.
- The highest levels of personal and professional integrity.
- Energy and drive.
- Is flexible, able to work under pressure and meet deadlines.
- Supportive of the Jesuit ethos of the school
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