



Isolation and Internal Exclusion Officer

Salary / grade range	Level 6 salary points 12 to 17 £22,183 - £24,491 (pro rata term time only + 6 days)
Location	Co-op Academy Stoke-on-Trent
Reports to	Izone Coordinator

Purpose of role:

Be responsible for the management of the Isolation and Internal Exclusion Unit and the service provided.

- Liaise with teaching staff to ensure that appropriate and sufficient work is set on the Google classroom and completed by students and/or collecting physical work.
- Liaise with the Year Manager and pastoral staff in finding ways to support the behaviour of students.
- Develop procedures and processes to enhance the delivery of the provision to meet the needs of the academy in liaison with the Izone Coordinator, Behaviour Lead, Deputy Head: Inclusion and SENCO.
- Lead interventions with students in managing and improving their behaviour; overcoming barriers to learning or improving their self-esteem.
- Provide analysis of key data for the senior leadership team relating to the impact of the internal exclusion sanction and its effectiveness within the Behaviour Management and Internal Exclusion System.
- Ensure a calm, consistent approach to deliver the provision and to maintain high standards of behaviour.

Key accountabilities (and specific duties / responsibilities):

- Manage the use of the Isolation and Internal Exclusion as an integral part of the behaviour management and inclusion systems within the academy.
- Maintain appropriate standards of behaviour in the room in accordance with academy behaviour policy.
- Maintain accurate records and update the school information management system (SIMS) with accurate information regarding internal exclusion.
- Liaise with the Bridge Manager, Izone and Year Managers and other relevant stakeholders to trigger relevant interventions.



- Develop restorative practices in an attempt to modify and improve behaviour, and improve relationships between students and staff. Complete exit interviews with students, complete the appropriate records and communicate with colleagues.
- Ensure that students and parents understand the standards of behaviour required in Isolation and Internal Exclusion and the consequences of not meeting those standards.
- Assess the needs of students and use detailed knowledge and specialist skills to support and develop their behaviour for learning.
- Supervise students at breaks and lunchtimes ensuring that they have no contact with students working within the mainstream environment.
- Attend relevant meetings and undertake and provide in-service training as required.

The job description best characterises the role at the time of its formulation. It is subject to review to align with the needs and requirements of the Academy, in agreement with the post-holder, and by final agreement with the Headteacher.

Personal attributes required (based on job description):

Attributes	All attributes are essential, unless	How measured, e.g. application
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	indicated below as 'desirable'	form (A), interview (I)
<p>Qualifications</p> <ul style="list-style-type: none"> • NVQ Level 3 or above • Competent in English and Maths (GCSE Grade C and above) • First Aid Qualification • Counselling Qualification • Mental Health Qualification 		<p>A</p> <p>A</p> <p>A</p> <p>A</p> <p>A</p>
<p>Experience</p> <ul style="list-style-type: none"> • Experience of working with vulnerable children, young people and families. • Experience and knowledge of preventative and statutory education welfare strategies • Experience in a school setting. 	<p>D</p> <p>D</p>	<p>A,I</p> <p>I</p> <p>I</p>
<p>Skills, Ability, Knowledge</p> <ul style="list-style-type: none"> • Knowledge and understanding of the barriers to learning faced by children and young people and a range of interventions available to mitigate these challenges • Knowledge and understanding of the effect of social, economic and cultural issues on children and young people • Knowledge of data protection, safeguarding and child protection issues and an understanding of appropriate action to take if a disclosure is made • Understanding of the range of other services, partners and agencies who can support pupils, e.g. Educational Psychologists, CAMHS, Children's Social Services and Third Sector Organisations. 	<p>D</p> <p>D</p> <p>D</p> <p>D</p>	<p>I</p> <p>I</p> <p>I</p> <p>I</p>



Personal Qualities		
<ul style="list-style-type: none">• Patience		I
<ul style="list-style-type: none">• The ability to remain calm when in stressful situations		I
<ul style="list-style-type: none">• Have a genuine interest in the wellbeing of students.		I
<ul style="list-style-type: none">• Have active listening skills and the ability to deal with sensitive situations with integrity and confidence.		I
<ul style="list-style-type: none">• Have a discerning judgment to manage situations relating to the safeguarding of students.		I
<ul style="list-style-type: none">• Be able to challenge poor student behaviour in a way that is firm yet fair under the banner of respect.		
<ul style="list-style-type: none">• Communication skills to influence, persuade, motivate, mediate and engage with a wide range of children, young people and their families and to maintain positive relationships		A,I
<ul style="list-style-type: none">• Listening skills to support children, young people and their families through understanding their point of view in a non-judgemental approach		
<ul style="list-style-type: none">• Creative skills to develop options and alternatives that will support children and young people to engage in the learning process.		A,I
<ul style="list-style-type: none">• Analytical skills to interpret complex information to solve problems, make recommendations and make decisions for action		A,I
<ul style="list-style-type: none">• Organisational skills to manage time effectively, work under pressure to prioritise, and re-prioritise own work and that of the team, to meet potentially conflicting deadlines		A, I



Academies Trust

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This post is subject to an enhanced DBS check. We value variety and individual differences, and aim to create a culture, environment and practices at all levels which encompass acceptance, respect and inclusion. All our colleagues are expected to demonstrate a commitment to co-operative values and principles, and the Ways of Being Co-op.