



## **Appointment of Inclusion Manager**

**NJC Grade 7 SCP 17-23**

**Actual Salary Range: £20,161-£23,350**

**37 hours per week/38.4 weeks per year**

**(Term-time plus 2 INSET days)**

**Permanent**

**Closing Date for Applications:**

**No later than noon on Monday 20 May 2019**

**INCLUSION MANAGER**  
**INFORMATION ABOUT THE POST**

The Fallibroome Academy has an inclusion provision which works under the Director of Inclusion bringing together SEND, autism specialist and transition teams. These teams work alongside the pastoral student support services to provide a seamless student centred collaborative approach.

Student support within the school is delivered across three main hubs: the Behaviour Centre, an Inclusion Centre and a Student Services Centre (Pastoral). The Behaviour Centre supports students whose behaviour in school has fallen below expectations to develop appropriate behaviours for learning. The Inclusion Centre supports students who find school challenging and will create effective intervention programmes around individual social, physical, emotional and educational needs to allow students to learn to their optimum level. The Student Services Centre offers pastoral support to students during the school day and provides additional administrative support to the Behaviour and Inclusion teams.

The successful candidate will be fully immersed in academy life and will be an integral part of the teaching and learning team. There is an expectation that all staff contribute to the wider ethos and values of the school including -

- Supporting the school's behaviour system
- Working flexibly both within and outside of lessons
- Supporting extra-curricular activities including trips and visits
- Supporting lunchtime and break time duties

The Inclusion Manager is responsible for the effective management of the Inclusion Centre supporting students who find school challenging. They are responsible for the design and delivery of the intervention programmes and work collaboratively with teaching and support staff to enhance the development and education of students. They deliver one to one or small group sessions for students that can include planned sessions as well as responding to situations that arise. The Inclusion Manager will be responsible for ensuring high quality support and liaison with parents and carers.

This role would suit someone who has experience of working with young people, some with complex needs, and perhaps a background in education, safeguarding vulnerable students, child and adolescent mental health or teaching and learning. The role is varied and no two days are the same. We require a person who can work collaboratively with multi-disciplinary teams to achieve better outcomes for our students. The Inclusion Manager often has to deal with stressful and emotional situations and needs to be a calm and confident individual who is resilient under pressure and can develop trust with our students, whilst recognising the individual and the need to adapt depending on the situations that arise.

The school introduced a new Behaviour Policy to promote positive behaviour through supportive collaboration between staff, students, parents and carers; this policy is now embedded in the day to day teaching and learning ethos within Fallibroome.

## INCLUSION MANAGER

### Main Responsibilities

|     |  |
|-----|--|
| 1)  | To lead and manage the school's Inclusion Centre creating a welcoming, supportive and calm environment.  |
| 2)  | Developing positive relationships with vulnerable students, their parents/carers, their teachers and any external agencies that are supporting our students.   |
| 3)  | Developing assessment and profiling systems that allow the school to gauge the individual needs of our vulnerable students. Designing programmes that are specifically aimed at addressing these needs. Creating record keeping systems that allow the school to assess the impact of the work in this area. |
| 4)  | Leading the development and renewal of the resources and systems needed to support the work in this area.  |
| 5)  | Developing support packages that are specifically aimed at reintegrating students who have been repeatedly excluded from school following behaviour incidents.   |
| 6)  | Working closely with the SENDCO and the School Counsellor to ensure that the support offered by the Inclusion Centre is well coordinated and complementary   |
| 7)  | Working closely with the Behaviour Manager in the support of vulnerable students who are presenting significant behaviour issues in school.  |
| 8)  | Working with the Behaviour Manager to manage and support students who hold a Refocus Card.   |
| 9)  | Establishing communication systems that ensure that key stakeholders (parents, teachers, pastoral leaders, senior leaders and external agencies) are fully informed of the needs of our vulnerable students.   |
| 10) | Supporting multi-agency meetings as appropriate.   |
| 11) | Monitoring the impact of the work in this area and providing reports to the Assistant Principal (Pastoral) and Vice Principal.   |
| 12) | To design, deliver and review the programmes that are implemented in the Inclusion Centre.   |
| 13) | Delivering programmes for vulnerable students during the school day and directing the work of the Inclusion Supervisor in this respect.  |
| 14) | To be flexible and responsive to issues and priorities that emerge in the pastoral arena on a day-to-day basis.  |
| 15) | Directing the work of the Inclusion Supervisor.  |
| 16) | Working closely with other Student Support Centre staff to ensure that the school's functions in this area complement and support each other.  |
| 17) | Responding to workload issues in other areas of the team by providing additional support and capacity as appropriate to the circumstances.   |
| 18) | Working closely with teaching staff to support and advice with respect to inclusion issues.  |
| 19) | Developing a range of strategies and support systems for vulnerable students that extend beyond the Inclusion Centre and include colleagues from across the school.  |
| 20) | To support the Learning Managers in the compilation of information for external agencies, CAFs etc.  |
| 21) | Undertake personal professional development and respond to the changing needs of the job.  |
| 22) | Ensure that all activities undertaken are done so safely and to report any unsafe practices or conditions identified as soon as possible to a senior manager.  |
| 23) | Actively safeguard and promote the welfare of children at all times.   |
| 24) | Notwithstanding the detail in this job description, the job holder will undertake such work as may be determined by the Headteacher/Governing Body from time to time, up to or at a level consistent with the main responsibilities of the job.  |

**THE POST: INCLUSION MANAGER**  
**PERSON SPECIFICATION**

| <b>QUALIFICATIONS</b>   | <b>ESSENTIAL</b> | <b>DESIRABLE</b> |
|---|------------------|------------------|
| Educated to degree level or above   |                  | √                |
| Excellent literacy and numeracy skills  | √                |                  |
| 5 GCSEs A-C, or equivalent  | √                |                  |
| A qualification relating to supervising and/or directing pupil activity   | √                |                  |
| First Aid Qualification (the post holder must be prepared to complete a first aid at work qualification)                        |                  | √                |
| A qualification in counselling/mental health  |                  | √                |
| <b>EXPERIENCE</b>   |                  |                  |
| Knowledge and experience of working in an educational environment.  | √                |                  |
| Experience of working with children/young people  | √                |                  |
| Experience of working as part of a multi-disciplinary team  | √                |                  |
| <b>KNOWLEDGE AND SKILLS</b>   |                  |                  |
| Ability and a commitment to work flexibly and to respond to unplanned situations  | √                |                  |
| Ability to work independently, to manage own workload and use initiative but also able to work constructively as part of a team | √                |                  |
| Knowledge of individual and specific emotional, behavioural and physical needs  | √                |                  |
| Understanding of the practical application of school procedures   |                  | √                |
| Ability to use ICT packages and equipment effectively   | √                |                  |
| Advanced understanding of child development and learning principles   | √                |                  |
| Excellent communication skills, both verbal and written   | √                |                  |
| <b>PERSONAL QUALITIES</b>   |                  |                  |
| Ability to instil confidence in young and vulnerable children   | √                |                  |
| Ability to deal confidentially, impartially and appropriately with situations   | √                |                  |
| Patience, tolerance and sensitivity   | √                |                  |

|  |   |   |
|--|---|---|
| Good interpersonal skills and the ability to establish rapport with individuals adults and students  | √ |   |
| Efficient and meticulous in organisation   | √ |   |
| A desire to develop skills and knowledge through CPD   |   | √ |
| Ability to work additional hours as required   |   | √ |
| Commitment to the highest standards of child protection and safeguarding of our students   | √ |   |
| Recognition of the importance of personal responsibility for Health and Safety   | √ |   |
| Commitment to learning the school's behaviour management policy and practices and to implementing these procedures effectively and consistently. | √ |   |
| Commitment to the school's ethos, aims and its whole community   | √ |   |

## **INCLUSION MANAGER**

### **APPLICATION PROCEDURE**

If you wish to apply for this post you should complete the application form, giving the names, addresses and telephone numbers of two professional referees.

Your application **must** also be supported by a concise letter of application that should be typed or word-processed and should contain at least the following information:

- A brief outline of your significant and relevant achievements in any previous employment.
- How you consider that your previous career experience will relate to this position and what benefits this will bring to The Fallibroome Academy.
- An indication of your personal strengths and expertise that you feel makes you an ideal candidate for this post.

#### **CVs will not be accepted in substitution for the completed application form.**

Candidates are invited, however, to send them in addition to support their application.

Completed applications should be returned to Miss A Childs, PA to Headteacher, at the address below by **noon on Monday 20 May.**

Interviews will be held on **Thursday 23 May** and you should note that referees may be approached before interview should you be short-listed. Please advise us if this will cause you any difficulties.

If you have not heard from us within three weeks of the closing date, regretfully you must assume that your application has not been successful on this occasion, in which case the Governors would like to thank you for your time and interest in the school.

Tel: 01625 827898

E-mail: [jobs@fallibroome.org.uk](mailto:jobs@fallibroome.org.uk)

The Fallibroome Academy  
Priory Lane  
Macclesfield  
Cheshire  
SK10 4AF

***The Fallibroome Academy is committed to the safeguarding and promoting the welfare of children and all applicants will be subject to an enhanced disclosure from the DBS***