



REF: PEN002

Job Description

INCLUSION

ROOM MANAGER

Grade F, 37 hours per week, Term Time plus INSET

Closing Date | 9.00am Friday 27 September 2019

Charlestown Road, St Austell, Cornwall, PL25 3NR
Telephone 01726 72163

Assistant Principal – Behaviour & Attendance | Mike Sullivan
msullivan@penrice.org.uk

Principal | Richard Baker



Penrice Academy

Situated on the beautiful south coast of Cornwall, Penrice is an oversubscribed and Outstanding Academy (Ofsted March 2014). Our Academy has a very positive, friendly atmosphere. The staff care passionately about the wellbeing of the children and our students are vibrant, enthusiastic and affable.

We have a strong commitment to promoting the welfare of young people, which has been consistently recognised by Ofsted. We operate a Student and Family Centre, a Learning Inclusion Centre and an Outdoor Learning facility. Our support staff are highly valued and exceptionally well trained to support a wide range of student issues.

Working at Penrice Academy is tremendously rewarding and these roles are fantastic opportunities to make a real difference to young people's lives, as well as offering abundant prospects for professional development.

Thank you for your interest in this post; we look forward to receiving your application.

Candidates are welcome to visit the school in advance or discuss the position in more detail. Please contact Mike Sullivan, Assistant Principal - Behaviour & Attendance by telephone on 01726 72163





JOB DESCRIPTION

We are looking to appoint an Inclusion Manager who will work closely with the pastoral team here at Penrice Academy. We require a highly organised, confident and flexible individual who will manage and oversee the key provision of our inclusion room.

The successful candidate will monitor short term intervention for students who benefit from being removed from mainstream circulation for a short period of time. Additionally, this diverse role also involves overseeing and managing a range of administrative duties linked to behaviour intervention and pastoral care. Fostering positive working relationships with staff and contributing effectively to the extensive pastoral support within school is a key part of the role.

MAIN DUTIES AND RESPONSIBILITIES

1. Displays commitment to the protection and safeguarding of children and young people, awareness of current national legislation for safeguarding
2. Help all young people in our Academy to achieve high attendance rates, to give them the best chance of success and to identify students at risk of disaffection. This also includes playing a key role in supporting students with punctuality concerns.
3. To monitor students who have been removed from lessons and sent to the Inclusion Room.
4. To complete a range of administrative duties that support the pastoral provision in school, including overseeing and managing sanctions and exclusions across the school.
5. To organise and coordinate staff rotas for internal exclusions, after school detentions and other forms of pastoral intervention.
6. To regularly review behaviour and attainment reports to identify students who need early intervention.
7. To have knowledge and appreciation of the range of activities, courses, opportunities, organisations and individuals that could be drawn upon to provide extra support for students.
8. To maintain appropriate records and promote transfer of information for students.
9. To maintain high standards of confidentiality.
10. To remain aware and work within all relevant academy working practices, policies and procedures.
11. To contribute to the overall ethos of the academy.
12. The post holder is responsible for his/her own self development on a continuous basis.
13. To be aware of and work in accordance with the academy's child protection policies and procedures, and to raise any concerns relating to such procedures which may be noted in the course of duty.
14. To be aware of and adhere to applicable rules, regulations, legislation and procedures including the schools Equal Opportunities Policy and Code of Conduct, national legislation (including Health and Safety and GDPR).
15. To undertake other duties appropriate to the grading of the post as required.
16. To maintain confidentiality of information acquired in the course of undertaking duties for the school.



PERSON SPECIFICATION

The Person Specification outlines the essential and desirable qualities concerning the person we are seeking for this post.

Essential	Desirable
<ul style="list-style-type: none">• Displays commitment to the protection and safeguarding of children and young people, awareness of current national legislation for safeguarding• Experience of working with students of a relevant age.• A knowledge and understanding of the needs and issues concerning young people.• Attainment of GCSE Grade C or above in Maths and English (or able to demonstrate equivalent numeracy and literacy skills to a Level 2 standard of education).• Relevant ICT skills.• Good listening and communication skills.• Practical skills relating to planning and utilising individual learning programmes.• Excellent communication skills, with the ability to build relationships with students, staff and parents/carers.• Ability to maintain accurate records and present information when required.• Self-motivated and able to work constructively as part of a team.• Ability to relate well to young people and adults.• Ability to work to deadlines and methodical approach to work.• Ability to work flexibly and respond to ever changing Academy environment.• Constantly improve own self practice/knowledge through self-evaluation and learning from others.• Effective time management skills, with the ability to prioritise workloads.• Able to work without close supervision.	<ul style="list-style-type: none">• A knowledge and understanding of the available range of support services/providers.• Constantly improve own self practice/knowledge through self-evaluation and learning from others.• Have a knowledge and understanding of a Secondary Academy environment.• Student Behaviour Management training.• Awareness of the SEND Code of Practice and guidance on meeting SEND.