



PENRYN COLLEGE

Job Description and Person Specification

Job Title:	Inclusion Manager
Grade:	I
Hours:	37 per week, term time plus inset, plus three days. 8.15am to 4.15pm Monday - Friday
Responsible to:	AHT Behaviour and Culture
Important Functional Relationships:	Educational Support Team, Head of Year, Head of Key Stage, SLT

Purpose of the Role

We are seeking a dynamic and committed professional to join our high-performance school environment, where high standards and aspirations for all students are at the core of everything we do.

This role is ideal for someone who is passionate about making a difference to young people and our community, who is eager to contribute to a culture of excellence and support. Furthermore, having an eye for detail and taking pride in ensuring tasks are completed properly is essential. With a strong emphasis on professional development and personal interests, this position offers the opportunity to make a meaningful impact on young people's futures. Candidates will have the opportunity to be an active part in wider school life and community, fostering a sense of belonging through school-based initiatives, overseas trips and whole school events.

We welcome applications from individuals who are open to learning. Whether applicants are entering education from another profession or have followed a non-traditional path, we believe that diverse perspectives can have a powerful impact on our school community. At Penryn College, we value the potential in every individual and are committed to supporting staff growth as you contribute to the development of our young people.

Key Responsibilities

1. Contribute to the development of a high-performance culture through collaboration and innovation.
2. Drive high standards of culture, behaviour and student and achievement.
3. To be a visible presence around the school, proactively supporting positive behaviour during transitions, lesson changeovers, social times and at the start and end of the school day.
4. To uphold and model the behaviour policy, supporting students to meet expectations with consistency, care and clarity.
5. To lead internal interventions including the Reset Room, supporting students to reflect, restore and reintegrate where appropriate.
6. Incorporate personal areas of interest (for example skilled trades, sports, crafts etc.) as a vehicle for engaging and motivating students through the running of intervention sessions.
7. To escort students calmly and safely when removed from lessons, if required, and log all incidents in line with school procedures.



8. To help facilitate restorative conversations and reintegration meetings between staff and students, under the direction of middle and senior leaders
9. To assist with the organisation and supervision of corrections, detentions, and follow-up actions related to behaviour incidents.
10. Uphold rigorous tracking and monitoring systems that support whole school strategies and policies.
11. Complete administrative tasks for suspensions and interventions, and reintegration.
12. Liaise with colleagues, including educational support staff, heads of year, and heads of faculty, to enable a live picture of day-to-day situations across the school with regards to behaviour and attendance.
13. Develop close working links with class teachers and middle leaders to ensure timely follow up communication with parents.
14. To build strong, professional relationships with students, offering encouragement, challenge and care in line with our school ethos.
15. To support and contribute to the efficient running of the attendance system.
16. To support students who have been absent with reintegration conversations, ensuring they are caught up and settled back into school life.
17. To assist with data input, filing and organisation related to attendance processes and follow-up interventions.
18. To contribute to the smooth running of key pastoral routines including transitions, daily behaviour and attendance briefings, and detentions
19. To work collaboratively with Heads of Key Stage, Heads of Year, Attendance Officers, SLT and wider staff to ensure a unified approach to pastoral care.
20. To build positive relationships with families, supporting communication and engagement in pastoral matters.
21. To contribute to safeguarding by following the school's reporting systems and flagging any concerns in line with KCSIE and school policy.
22. To attend and contribute to pastoral and safeguarding meetings, professional development sessions and whole-staff training.
23. To model the school's values and expectations at all times and support in upholding a calm, respectful and inclusive school culture



Qualifications, Skills and Experience	Essential	Desirable	Evidence
Qualifications <ul style="list-style-type: none"> • Minimum 5 A*-C GCSEs or equivalent which must include at least a Grade C / 4 in Maths and English. • Recognised and relevant NVQ Level 3 qualification or equivalent • A good standard of A Level education (or equivalent) • NVQ Level 4 qualification or equivalent • HLTA accreditation • Recent relevant training in behaviour management or raising achievement 	<p>✓</p> <p>✓</p>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	Application & Interview
Experience <ul style="list-style-type: none"> • Evidence of demonstrating good, positive behaviour management • Significant experience of successfully dealing with challenging behaviours • Significant experience of getting the best out of disaffected students • Experience of working closely and successfully with outside agencies and parents • Experience of working with learning plans 		<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	Application & Interview
Knowledge, skills and abilities <ul style="list-style-type: none"> • Clear understanding of the barriers to learning and wellbeing • Clear understanding of how to improve and support the behaviour of students • Clear understanding of how to assess student progress • Clear understanding of how to meet the needs of all students • Good organisational, recording and tracking skills in order to monitor progress of students in Reset • Clear understanding of strategies to raise the self-esteem of students 	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	<p>✓</p>	Application & Interview
Personal and Professional Qualities and Attributes <ul style="list-style-type: none"> • Ability to identify and resolve issues • Ability to plan and prioritise competing tasks to meet deadlines • Work in an organised way with meticulous attention to detail • Resilient with the ability to deliver a complex and demanding workload • Effective communication and skills – orally and in writing • Ability to establish positive relationships and work collaboratively as part of a team • Ability to maintain a positive and professional demeanour 	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>		Application & Interview



<ul style="list-style-type: none">• Demonstrate good interpersonal skills including being able to influence, negotiating and deal with conflict.• Ability to demonstrate understanding of safeguarding and equal opportunities• Ability to deal with confidential information appropriately.	✓ ✓ ✓		
Additional Requirements <ul style="list-style-type: none">• Knowledge of the education sector• Commitment to safeguarding and protecting the welfare of children and young people.• Commitment to undertake in-service training	✓ ✓ ✓		Interview

The Recruitment Process

Application

Applications must be received no later than 16 May 2025. Applications received after this date will not be considered.

Shortlisting

Shortlisting will be finalised on 16th May 2025. Shortlisted applicants will receive an email inviting them to interview. References will be taken up upon acceptance of interview. Please ensure you indicate clearly on your application form if you are happy for us to do so.

Interview Process

Interviews will be held on 22nd May 2025. Applicants may also be asked to undertake a practical test related to the knowledge and abilities in the Person Specification.

Feedback

Unsuccessful shortlisted applicants will have the opportunity for professional feedback during the week following the interviews.

Taking up post

The successful applicant will take up the post as soon as possible.

Additional information

For further information, please contact Becky Withers, HR Manager by email bwithers@penryn-college.cornwall.sch.uk

Safeguarding

Penryn College is committed to safeguarding and promoting the welfare of children and young people and expects staff and volunteers to share this commitment. The successful applicant will be subject to an Enhanced DBS and barred list check.

We reserve the right to interview prior to the closing date should an exceptional candidate apply.