

# INVICTUS

Education Trust

## CANDIDATE INFORMATION PACK



Learn with **us**, Work with **us**, Belong with **us**!

# Job Description

<b>JOB TITLE:</b>	Inclusion Manager
<b>DEPARTMENT:</b>	Pedmore High School
<b>GRADE:</b>	Grade 7 SCP 18-23
<b>REPORTING TO:</b>	Headteacher, Senior Leadership Team (SLT)
<b>RESPONSIBLE FOR:</b>	In line with organisation structure
<b>LIASING WITH:</b>	CEO, Headteachers, Senior Leadership Team, Governors, teaching and professional services staff, outside agencies, and the Trust's central team

## Main Duties

- To lead and supervise our onsite Nurture Focus Centre delivering a personalised curriculum. A curriculum that is suitable for students who may not be following the standard curriculum.
- To lead a safe, orderly and calm environment with a distinct focus on delivering key skills such as problem solving, collaborative working, literacy and numeracy, life skills and stand-alone cross curricular tasks as well as core curriculum.
- To lead within a context of nurture and care with an overall aim to enable small step changes to build into positive transformations in individual young people's lives.
- Leading on the provision alongside other colleagues within the school to address the needs of pupils who need support outside the traditions of a classroom to overcome barriers of learning to raise their aspirations and achieve their full potential.
- To contribute to the development of a strong, pastoral team with an emphasis on promoting a culture of high expectations, excellent education, unique opportunities and elite experiences.
- To be an integral part of the pastoral team in the strategic and operational management, development of the pastoral team and ensure the achievement of our vision, ethos, aims and objectives within the context of Invictus Trust's strategic and development plans.
- To provide a range of information, advice and guidance to support and enable pupils, tailored to their specific needs, to make choices about their own learning and behavior.
- Monitor the behavior of pupils in designated team and keep detailed electronic records of pupil behavior using agreed whole school system.
- Work with SLT, SENCO and pastoral team to identify students that require this intensive support and the tailored package that is needed to meet their needs.
- Ensure effective communication and support for parents.
- Manage, plan and oversee suitable support packages for pupils in their reintegration to school.
- Ensure support packages have a clear focus of learning, progress and the development of skills and competencies
- Ensure a safe and well-ordered learning environment so that all students are effectively safeguarded and engage proactively with their learning opportunities.

**Mission**

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**Vision**

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**Values**

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- Contribute to individual pupil records ensuring they have up-to-date details of the curriculum support and alternative intervention that has been provided.
- Empower a culture and ethos of support where all pupils can achieve success and become engaged in their own learning.
- Involved in the development and maintenance of a high-quality positive alternate learning environment.
- To support staff in making sure high-quality learning takes place within the provision.
- Keep in contact with parents of pupils within the provision.
- Be a visible presence within the provision.
- Plan and deliver both behavior and nurture sessions to support individual students.
- Ensure the days are well planned for each individual to suit their needs.
- Monitor and support vulnerable students within the provision being responsible for their attendance, performance and wellbeing.
- Compile and write professional reports on students as requested by your line manager.
- Attend meetings relating to each individual or at the request of your line manager.
- Adhere to safeguarding procedures and take a lead role within early help action planning.
- Maintain upkeep of the provision with engaging displays and materials.
- Ensure that relevant school policies are understood and implemented.
- Liaise weekly with your line manager regarding achievements of the provision and plans for development.
- Work effectively in partnership with external agencies in particular local family solutions.
- Secure learning opportunities with the students to promote community cohesion.
- Arrange and promote activities for the provision to help develop positive community involvement.
- Be a professional advocate for the school in all contexts.

## **Staffing and Resources**

- Positively engage in appraisal reviews as directed by your SLT lead.
- Contribute to appraisal reviews as directed by your SLT lead
- Respond to developments and initiatives at national, regional and local levels
- Contribute to the recruitment and induction of new staff
- Promote teamwork and effective working practices
- Work effectively in partnership with external agencies in particular local family solutions.
- Work with any commissioning school or local authority to support transition and reintegration models.
- Secure learning opportunities with the students to promote community cohesion. Including organising sales, pop up shops and events where students can showcase/sell their work.
- Arrange and promote activities for the provision to help develop positive community involvement.
- Be a professional advocate for all young people in alternative provision

## **Other Professional Requirements**

- Establish and maintain regular communication in the Trust
- Communicate with parents/carers and outside agencies where appropriate
- Attend professional meetings as required
- Be responsible for personal professional development and to keep up to date with educational initiatives



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- Attend Governance meetings as and when required
- Actively engage in the Trust's appraisal process
- Take part in the Trust's staff development programme
- Attend and contribute to meetings
- Work as a part of a team and positively contribute to effective working relationships
- Take part in Trust events as directed by the CEO

### **Other Specific Duties**

- Play a full part in the life of the Trust community, to support its vision, mission and values
- Be an ambassador of the Invictus ethos and to encourage and ensure staff and students follow this example
- Be courteous to colleagues and be welcoming to visitors
- Comply with the Trust's Health and Safety Policy and undertake risk assessments as appropriate
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Whilst every effort has been made to outline the main duties and responsibilities of the post, each individual task may not be identified. Employees will be expected to carry out any reasonable request to undertake work of a similar level that is not specified in this job description. This job description is current at the date shown but following consultation may be changed to reflect or anticipate changes in the job which are commensurate with the job title and salary.

### **Support For The Trust**

- To take a full part in promoting the good name of the Trust and contributing positively to the overall ethos/work/aims of the Trust
- Be aware of and comply with policies and procedures relating to child protection, health and safety, security confidentiality and data protection
- Comply with the Trust's dress code
- Attend and participate in meetings as required
- Participate in training, other learning activities and appraisal as required
- Recognise own strengths and areas of expertise and use those to advise and support others
- It is the responsibility of all adults employed by Invictus Education Trust to safeguard and promote the welfare of children and young people. This responsibility extends to a duty of care for those adults employed, commissioned or contracted to work with children or young people.

### **Safeguarding Requirements**

We are deeply committed to safeguarding and promoting the welfare of Children and expect all Staff and Volunteers to share this commitment. All necessary Safeguarding checks will be undertaken which must have satisfactory outcomes, otherwise the conditional job offer may be withdrawn. Details of the checks that will be undertaken can be found at: [Keeping Children Safe in Education, 2024](#)

This role has been assessed as working in regulated activity and is subject to an Enhanced DBS plus Children's Barred List Check.

**It is an offence to apply for this role if you are barred from engaging in regulated activity relevant to children.**

This post is exempt from the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (2013 and 2020). This means that certain convictions and cautions are considered 'protected' and do not need to be disclosed to employers, and if they are disclosed, employers cannot take them into account. Guidance about whether a conviction or caution should be disclosed can be found on the Ministry of Justice website:



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<https://www.gov.uk/government/publications/new-guidance-on-the-rehabilitation-of-offenders-act-1974>.

Positions at the school are exempt under the Rehabilitation of Offenders Act 1974 and as such appointment to a post will be conditional upon the receipt of a satisfactory response to a check of police records via the Disclosure and Barring Service (DBS). DBS Filtering guidance can be found on the GOV.UK website.

<https://www.gov.uk/government/publications/dbs-filtering-guidance/dbs-filtering-guide>



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## Person Specification

	ESSENTIAL	DESIRABLE
<b>QUALIFICATIONS</b>	<ul style="list-style-type: none"> <li>• 5 A*-Cs at GCSE including English and Maths.</li> <li>• Evidence of Continuous Professional Development.</li> </ul>	
<b>EXPERIENCE</b>	<ul style="list-style-type: none"> <li>• Experience of working with children and young people in an educational setting.</li> <li>• Experience of working with children and young people to support them in overcoming barriers to their personal, social or learning development.</li> <li>• Experience of making assessments of children and young people to identify their individual needs.</li> <li>• Experience of alternative curriculums or accreditation schemes.</li> <li>• Experience of managing a small provision or support base.</li> <li>• Experience of undertaking clerical and administrative tasks as part of record keeping.</li> <li>• Experience of leading others.</li> </ul>	
<b>SKILLS AND KNOWLEDGE</b>	<ul style="list-style-type: none"> <li>• Knowledge of the GCSE curriculum, exam processes and alternative curriculum content.</li> <li>• Knowledge of the Young Enterprise Scheme and it's method of delivery.</li> <li>• Knowledge of adverse childhood experiences and suitable mentoring interventions.</li> <li>• Maintain positive relationships with pupils and other adults.</li> <li>• Effective communication and interpersonal skills.</li> <li>• An understanding and willingness to engage in restorative practices.</li> <li>• Organisational skills to manage time effectively, meet potentially conflicting deadlines and work without close supervision.</li> <li>• Communication skills to influence, persuade, motivate and engage with students where school is a barrier for them and their families.</li> </ul>	



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	<ul style="list-style-type: none"> <li>• Ability to communicate a vision and inspire others in your working remit.</li> <li>• Work effectively and sensitively with these students.</li> <li>• Can build effective working relationships.</li> <li>• Be able use own initiative and make appropriate decisions.</li> <li>• Can address sensitive matters with a caring approach and appropriate confidentiality.</li> <li>• Ability to use ICT confidently to communicate, review data and present information to others.</li> <li>• Listening skills to support children, young people and their families through understanding their point of view in a non-judgemental approach.</li> <li>• Creative skills to develop a range of different options and alternatives that will support children and young people to engage in the learning process.</li> <li>• Knowledge and understanding of the range of barriers to learning and attending school faced by children and young people you are likely to work with.</li> <li>• Knowledge of how these barriers can be overcome or mitigated to reduce their impact on children and young people.</li> <li>• Knowledge and understanding of data protection and confidentiality issues.</li> <li>• A basic understanding of promoting commissioned AP.</li> </ul>	
<p><b>PERSONAL QUALITIES</b></p>	<ul style="list-style-type: none"> <li>• Able to work under own initiative.</li> <li>• A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school and the Trust.</li> <li>• Ability to work under pressure and prioritise effectively.</li> <li>• Hold a patient, approachable disposition.</li> <li>• Commitment to maintaining confidentiality at all times.</li> <li>• Commitment to safeguarding and equality.</li> <li>• A strong work ethic.</li> </ul>	
<p><b>FLEXIBILITY</b></p>	<ul style="list-style-type: none"> <li>• To work flexibly to meet the needs of the Trust and its educational establishments. Can be required to work in any location within the Trust.</li> </ul>	

This job description/person specification may be amended at any time in consultation with the postholder.



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