

**Post: Inclusion Officer**

**Job Description**

|  |  |
| --- | --- |
| Responsible to: | Inclusion Manager |
| Responsible for: | Safeguarding and welfare concerns, safeguarding/welfare review meetings and facilitating academy emotional and mental health services. Supporting with the delivery of behaviour interventions. |
| Nature of post: | Full time and permanent. |
| School Purpose and Values | Aspire, Believe, Achieve!At Staffordshire University Academy we aim to nurture all students to ensure they are happy and confident learners. Through an environment that provides inclusive learning opportunities for all; they can achieve their personal best and aspire to be successful in the future.Students will learn to be reflective and be taught the importance of respect and tolerance for others. Young adults leaving SUA will contribute positively to the local community and be fully prepared for life in modern Britain.We will instil the fundamental values of democracy, freedom, a wider understanding of different faiths and beliefs; celebrating diversity. Students will appreciate the clear link between rights and responsibilities and know the difference between right and wrong.The above will be achieved through the delivery of great teaching, excellent communication between the academy, parents, governors and the community and an insistence on the highest standards of behaviour from all. |
| Role Purpose | * Based within our inclusion team you will have a desire to combine an administrative role with working with young people
* Work as part of the safeguarding team, supporting the effective operations of the safeguarding service on a day to day basis within the academy.
* Facilitate and implement the academy’s social, emotional and mental health provisions, counselling services and links with external agencies.
* Support the pastoral team with behaviour interventions, including one-to-one, small group and classroom based interventions.
 |
| Main duties and responsibilitiesSafeguarding | * To be one of the main points of contact within the safeguarding team, dealing with, resolving and referring daily safeguarding concerns to the DSL as and when they arise.
* To maintain and update an accurate log of all safeguarding referrals.
* To conduct safe and well visits as and when required.
* To be the main point of contact for all welfare and safeguarding professionals.
* To attend all welfare and safeguarding meetings as and when required.
* To liaise with parents as required with care and consideration.
* To work with vulnerable groups of students in the academy (such as student carers, ‘looked after’ students and students in crisis).
* To support the integration of students who have joined the academy under difficult circumstances.
* To work closely with other team members within the academy to ensure students are safeguarded and equipped to engage with their learning.
 |
| Mental Health Provision | * To facilitate and oversee social, emotional and mental health/counselling provisions within the academy. This includes the implementation of counselling/mentoring sessions with identified students as well as facilitating external counselling services.
* To support students in crisis and advise parents accordingly, under the direction of senior staff.
* To liaise with parents as required with care and consideration.
* To deliver academy counselling sessions to individuals and/or small groups (training will be provided).
* To work closely with the Mental Health Champion to support our students with their needs.
* To track and monitor the attendance and behaviour of students in receipt of mental health provisions.
 |
| Behaviour Support  | * To organise and deliver mentoring/supporting sessions for students on a one to one or small group basis.
* To improve the behaviour and wellbeing of individual students by developing approaches based on our existing good practice.
* To support the integration of students who have joined the academy on a managed move.
* To work with teachers, pastoral leaders and senior leaders to develop and implement strategies to support students with their behaviour.
* Liaise with external agencies to provide specialist support for students.
* To observe students in lessons and offer support to staff in dealing with challenging behaviours.
 |
| Parental Engagement | * To support with parental engagement, including supporting the organisation of parent events.
* To liaise closely with parents to support students and their families.
* To work with parents and carers to seek additional support from external agencies where required.
* To seek out new ways to continue to engage with the academy’s wider community.
 |
| General Duties  | The expectations of all Staffordshire University Academy staff are:* To act professionally at all times.
* To play a full part in the life of the academy community, to support its mission and ethos and to encourage staff and students to follow this example.
* To be flexible and adaptable.
* To adhere to the ethos of the trust.
* To set an example of personal integrity and professionalism, by working as a team.
* To maintain complete confidentiality.
* Any other duties required by the Principal that are commensurate with the grade of this post.
 |
| Safeguarding  | * Staffordshire University Academy is committed to keeping children, young people and vulnerable adults safe. The post holder is responsible for promoting and safeguarding the welfare of children, young people and vulnerable adults that she/he is responsible or come into contact with.
 |
|  |  |

Whilst every effort has been made to explain the main duties and responsibilities of the post it may not identify every individual task that is required. You may be asked to carry out any other duties as commensurate within the grade in order to ensure the smooth running of the academy. The job description is not necessarily a comprehensive definition of the post. It will be reviewed regularly and may be subject to modification or amendment at any time after consultation with the post-holder.

*This academy is committed to safeguarding and promoting the welfare of children and young people/vulnerable adults and expect all staff and volunteers to share this commitment. This position is subject to a criminal records check from the Disclosure and Barring Service (formerly CRB) which will require you to disclose details of all unspent and unfiltered spent reprimands, formal warnings, cautions and convictions in your application for.*

**Person Specification**

Post: Inclusion Officer

In your application, please demonstrate how you meet these criteria.

|  |  |  |  |
| --- | --- | --- | --- |
| **Attributes** | **Essential** | **Desirable** | **How identified** |
| Qualifications | * A\* - C / 4+ or equivalent GCSE in English and maths
 | * Further educational qualifications
 | A |
| Work Related Experience and Associated Skills | * Effective approach to behaviour management.
* Strengthening and supporting the existing systems.
* Experience of being a team player, with good people skills and evidence of the impact of these on raising student performance.
* Well-developed interpersonal skills to be able to relate well to a wide range of people.
* Work constructively as part of a team whilst being able to demonstrate initiative.
* Good communication skills.
* Effective use of ICT
* Proficient in the use of Microsoft Office
 | * Behaviour management experience.
* Background of working in a secondary school environment
* Understanding of relevant policies/codes of practice.
 | A/LO/I/R |
| Personal Skills/Specialist Knowledge | **Student Support:*** Ability to relate effectively to students, colleagues and parents.
* Obvious passion for the role.
* Confident and competent in the use of ICT, literacy and numeracy to support students and their families

**Self-Management:*** Self-critical, awareness of own strengths and development targets, and professional development requirements.
* Ability to work independently, using initiative, sticking to deadlines, completing tasks accountably.

**Learning Relationships:*** Have the ability to set and maintain high standards, and respond positively to feedback.
* Be a role model, promoting the academy’s values.
* Ability to articulate, form and maintain appropriate relationships and boundaries with children and young people.
 | * Interest of developing collaborative ways of working.
* Ability to lead and motivate students.
* Understanding more complex student needs and appropriate support mechanisms for these
 | A/LO/I/R |
| Personal Qualities | * Professional, enterprising, personal impact.
* Outgoing, warm personality, approachable, inclusive.
* Positive, adaptable.
* Energetic and enthusiastic.
* Self-motivated, self-confident, reliable.
* Calm under pressure, emotionally intelligent.
* Sensitivity, fairness, tact and discretion.
* Commitment, generosity of spirit.
 | * Commitment to contribute to academy life
 | I/R |
| A = Application I = Interview LO = Lesson Observation R = Reference  |

**Staffordshire University Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.**

**An enhanced DBS check is required for all successful applicants.**