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| <b>Job title:</b>  | <b>INCLUSION CENTRE MANAGER</b>   |               |          |
| <b>Reports to:</b> | <b>Assistant Headteacher</b>  | <b>Grade:</b> | <b>8</b> |
| <b>1.</b>          | <b>MAIN PURPOSE OF JOB</b> <ul style="list-style-type: none"> <li>To have overall responsibility for the day to day operation of the School's Inclusion Centre - our own onsite AP (Alternative Provision).</li> <li>To lead a specialist team in the Inclusion Centre to ensure all pupils at the centre have the best possible chance of success whilst working in line with school expectations and the school ethos.</li> <li>To work as part of the Inclusion Team in partnership with the Pastoral Team in developing and implementing personalised intervention programmes for each pupil who has been identified as needing support in terms of progress, learning, achievement, emotional well-being, behaviour, attendance, engagement, aspirations, or motivation.</li> </ul>  |               |          |
| <b>2.</b>          | <b>KEY TASKS:</b> <ul style="list-style-type: none"> <li>Lead a specialist team in the Inclusion Centre to ensure all pupils at the centre have the best possible chance of success.</li> <li>Develop, deliver and monitor the effectiveness of a range of programmes, activities, courses, and opportunities to provide all necessary support for identified pupils.</li> <li>Liaise closely with teaching and support staff to provide personalised support for identified pupils that leads to them engaging in learning and achieving in line with their potential.</li> <li>Build positive relationships with parents of identified pupils and communicate with them regularly.</li> <li>Attend and actively participate in regular inclusion meetings and carry out agreed action points from the meetings.</li> <li>Manage and deliver the intervention of identified pupils for the key stage (3 or 4) and monitor the impact of the intervention, reporting to the Heads of Year, Pastoral Team and teaching staff on the progress being made with the pupil.</li> </ul> |               |          |

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|           | <ul style="list-style-type: none"> <li>• Contributing to child welfare and protection, keeping up to date with the latest procedures and regulations and ensuring attendance at appropriate INSET training and meetings.</li> <li>• Systematically maintain logs and records of support implemented for each individual pupil.</li> <li>• Ensure the availability and provision of suitable sessions to work with identified pupils in the Inclusion Centre; including the planning, provision and direct delivery of one-to-one mentoring sessions that focus on self-esteem, emotional awareness, aspirations, positive behaviours, social expectations, anger management, communication with others and other areas linking to pupil well-being.</li> <li>• Plan and deliver suitable sessions to work with identified pupils in the Inclusion Centre through small group work sessions to meet the needs of the cohort.</li> <li>• Develop and carry out a range of quality assurance processes to ensure that the quality of provision for students attending our on site AP is excellent.</li> <li>• Develop a range of strategies for monitoring the impact of planned interventions, including through the use of classcharts, SIMS and SISRA.</li> <li>• Work with identified pupils on 'short term cycles' at the Inclusion Centre as directed by the Heads of Year and Assistant Head Teacher.</li> </ul> |
| <b>3.</b> | <b>SUPERVISION / MANAGEMENT OF PEOPLE</b> <ul style="list-style-type: none"> <li>• Supervision of students.</li> <li>• Supervision of staff within the unit.</li> </ul>  |
| <b>4.</b> | <b>CREATIVITY &amp; INNOVATION</b> <ul style="list-style-type: none"> <li>• Will be required to deal with complex problems.</li> <li>• The postholder will follow documented school procedures within legal guidelines.</li> <li>• The postholder uses initiative in proposing changes to working practices for improvements in own and the schools working practices.</li> <li>• Continually assessing work improving systems as necessary.</li> <li>• Ability to give advice and seek information from pupils / parents.</li> <li>• Creativity is needed when implementing systems / personalised intervention programmes from concept to implementation.</li> </ul>   |

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|           | <ul style="list-style-type: none"> <li>• Innovation is needed when dealing with students whose behaviour can be challenging.</li> <li>• The post-holder will need to be able to manage student emotions so that both students and staff are safe at all times – this may involve de-escalating challenging situations.</li> <li>• Work within the school's behaviour management guidelines but establish new procedures and approaches for individuals, as and when required.</li> </ul>  |
| <b>5.</b> | <b>CONTACTS &amp; RELATIONSHIPS</b> <ul style="list-style-type: none"> <li>• SLT, Curriculum Leaders, Head of Year, Assistant Head of Year on a regular basis to give and receive information, a confident, calm and firm manner may be required.</li> <li>• Dealing with issues which may not be straightforward and may require diplomacy and tact to resolve when having regular and frequent contact with the most behaviourally challenged students in the school.</li> <li>• Meets students and parents in potentially stressful situations and influence, guide and act as mentor / advocate.</li> <li>• Communicates effectively with students, parents, other adults, Governors and colleagues which includes members of the Senior Leadership Team and Team Leaders, to enable information to be shared in a confident, calm and firm manner.</li> <li>• Takes part in team, whole school and multi-agency meetings, including Child Protection meetings and other relevant meetings with Police and Social Services where necessary.</li> <li>• Provide advisory support to teachers and other colleagues with respect to student progress and behaviour.</li> <li>• Acts as the primary point of contact for carers/parents and other outside agencies where relevant.</li> </ul> |
| <b>6.</b> | <b>DECISIONS – discretion &amp; consequences</b> <ul style="list-style-type: none"> <li>• Management / prioritisation of own workload. Delegating work where appropriate.</li> <li>• Negotiation, problem solving, giving advice and seeking information.</li> <li>• Use judgement to design, develop and implement modification / variations to processes and working arrangements, to improve the quality of the work of the team.</li> </ul>   |

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|    | <ul style="list-style-type: none"> <li>• Uses discretion when responding to enquiries so as not to commit any breaches of confidentiality.</li> <li>• The role the jobholder undertakes can have a significant effect on the efficiency of the operation of the school and support for Teaching staff.</li> <li>• Must be able to refer cases when needed and to deal with urgent issues as they arise.</li> <li>• Analyse student performance and attendance data and identify students who require interventions to improve their achievement, progress, attendance, behaviour and effort.</li> <li>• Work with pastoral staff to ensure that agreed routines are consistently followed across the school by teachers as well as support staff.</li> <li>• Decide upon appropriate sanctions for disruptive behaviour. Decisions taken as to the contribution to meet a student's needs are discussed with the Heads of Year, Deputy Headteacher (Pastoral), Assistant Headteacher (Inclusion) and other SLT staff.</li> <li>• There will be times when the post holder makes a range of decisions independently regarding the use of low level sanctions.</li> <li>• Independent decision making regarding the appropriateness of school strategies and actions regarding student behaviour issues that arise.</li> </ul> |
| 7. | <p><b>RESOURCES – financial &amp; equipment</b><br/> <i>(<u>Not</u> budget, and <u>not</u> including desktop equipment.)</i></p> <p>Based within the Inclusion Centre – the postholder will have overall responsibility for the centre and its resources.</p> <p>Purchasing of materials and resources for the centre.</p>   |
| 8. | <p><b>WORK ENVIRONMENT</b></p> <p><b>Work Demands</b><br/> Elements of job predictable others unpredictable – will be a need to respond immediately. Required to work to deadlines set by external organisations on occasion. Flexibility is required.</p> <p><b>Physical Demands,</b><br/> This role requires moving round the whole school site as may be required to search for students. Physical intervention may be required with students on very rare occasions.</p> <p><b>Working Conditions</b><br/> No unpleasant working conditions. Normal school environment.</p>  |

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|    | <p>The post-holder will be required to supervise students during breaks, lunchtimes and before and after school both within and at times outside of the school building.</p> <p><b>Work Context</b></p> <p>There may be instances of conflict with students and with some parent/carers resulting in a moderate to high risk of abuse (most likely to be verbal) from some pupils / parents and a potential risk from contagious illnesses.</p>   |
| 9. | <p><b>KNOWLEDGE &amp; SKILLS</b></p> <ul style="list-style-type: none"> <li>• Understanding of the social, educational and personal contexts which relate to children becoming vulnerable and becoming at risk of not fulfilling their potential.</li> <li>• Further qualification in working with children, young people and families (Desirable)</li> <li>• Experience of working with or in alternative provision. (Desirable)</li> <li>• Skills, or experience of, working within a practical setting – our onsite AP has a workshop and horticultural area (Desirable)</li> <li>• Experience of working with and designing and implementing personalised intervention programmes.</li> <li>• A good understanding of SEN and Child Protection issues.</li> <li>• A high level of accuracy especially in relation to record keeping.</li> <li>• Educated to Level 3/A level or equivalent qualifications or above, including GCSE Mathematics and English.</li> <li>• Experience in developing and delivering a range of programmes, activities, courses, and opportunities to provide all necessary support for identified pupils.</li> <li>• Ability to handle often difficult conversations with parents requiring tact and diplomacy regarding student misbehaviour/personal problems and use of school sanctions/ external agency support.</li> <li>• The ability to command and respect authority from all students and parents, including those with challenging needs and behaviours.</li> <li>• Experience of regular, sustained and successful working with students who exhibit challenging behaviour in any context.</li> <li>• Evidence of developing, disseminating and implementing ideas and information to colleagues, up to and including senior level.</li> <li>• Excellent interpersonal and communication skills.</li> <li>• Time management and organisational skills.</li> </ul> |

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|     | <ul style="list-style-type: none"> <li>• Knowledge of child development and childrens' personal development needs.</li> <li>• Strong working knowledge of strategies which promote good behaviour and discipline.</li> <li>• Experience of working in a multi-disciplinary team.</li> <li>• Experience of participating fully in planned intervention programmes for children with emotional and behavioural difficulties.</li> <li>• Effective use of ICT to produce appropriate resources to support learning</li> <li>• Experience of multi-agency working and working co-operatively with colleagues and other professionals.</li> <li>• Knowledge of Health and Safety issues and their application in a standalone unit.</li> <li>• Problem solving skills, diagnosing problems, exploring options and making accurate judgements;</li> <li>• Good assessment skills, able to collect and analyse data.</li> <li>• Reliability and resilience.</li> <li>• Able to establish and maintain professional supportive relationships with young people.</li> </ul> |
| 10. | <p><b>Position of Job in Organisation Structure</b></p> <div style="text-align: center;"> <div style="border: 1px solid black; padding: 5px; margin: 10px auto; width: 40%;">Assistant Headteacher</div> <div style="margin: 5px auto; width: 20px; height: 20px; background: linear-gradient(to top, transparent 49%, blue 49%, blue 51%, transparent 51%); transform: rotate(90deg);"></div> <div style="border: 1px solid black; padding: 5px; margin: 10px auto; width: 30%; color: red;">Inclusion Centre Manager</div> </div>  |