

Job title:	INCLUSION CENTRE CO-ORDINATOR		
Reports to:	Inclusion Centre Manager	Grade:	6
1.	MAIN PURPOSE OF JOB <ul style="list-style-type: none"> To support the Inclusion Centre Manager with the overall day to day operation of the School's Inclusion Centre - our own onsite AP (Alternative Provision). To deliver practically based lessons and activities which may include bike / motorbike maintenance, horticulture, woodworking or other practical area. To ensure the Inclusion Centre operates efficiently and supplies and materials are available to support its operations. To work as part of the Inclusion Team in partnership with the Pastoral Team and to support students who have been identified as needing support in terms of progress, learning, achievement, emotional well-being, behaviour, attendance, engagement, aspirations, or motivation. To work in partnership with teaching and support staff to support the delivery of personalised support for identified pupils that leads to them engaging in learning and achieving in line with their potential – this may also involve the delivery of behavioural interventions. 		
2.	KEY TASKS: <ul style="list-style-type: none"> To support the delivery of a range of programmes, activities, courses, and opportunities to provide all necessary support for identified pupils. To support the Inclusion Centre Manager (ICM) to ensure all pupils at the centre have the best possible chance of success. To build positive relationships with pupils and have regular communication with the ICM over conduct and performance in the Inclusion Centre. To support the ICM with the management and delivery of interventions 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 pupils. To contribute to child welfare and protection with regular communication with the ICM to ensure the latest procedures and regulations are adhered to. 		

	<ul style="list-style-type: none"> • To liaise with appropriate teaching staff within the school for support / guidance in the delivery of lessons / programmes in the Inclusion Centre. • To take a proactive approach towards managing your own work and caseload. • To maintain up to date records in accordance with agreed procedures and to provide written and verbal reports for monitoring and evaluation purposes. • To attend training and participate in supervision sessions and Performance Development Reviews / Appraisal procedures in line with school policy. • To follow all school policies and procedures, in particular those relating to safeguarding, inclusion and health and safety. • The post holder will be expected to maintain appropriate levels of confidentiality, including handling sensitive information, in line with data protection policies. • With the ICM identify, assess and ensure the appropriate risk assessments are carried out for practical lessons / programmes within the Inclusion Centre.
3.	SUPERVISION / MANAGEMENT OF PEOPLE <ul style="list-style-type: none"> • Supervision of students.
4.	CREATIVITY & INNOVATION <ul style="list-style-type: none"> • The candidate would be expected to creatively solve problems and to initiate new ideas to meet students and staff needs e.g strategies in relation to particular students/situations. • The ability to demonstrate initiative and reflective practice is crucial in the planning, facilitation, reviewing and evaluation of student interventions The Job Holder needs to be able to respond sensitively to the individuals they work with and unforeseen/unexpected situations and complexities that might occur. • The postholder will follow documented school procedures within legal guidelines. • The postholder uses initiative in proposing changes to working practices for improvements in own and the schools working practices. • Ability to give advice and seek information from pupils / parents.

	<ul style="list-style-type: none"> • Creativity is needed when adapting and introducing new programmes. • Innovation is needed when dealing with students whose behaviour can be challenging. • 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. • Work within the school's behaviour management guidelines but establish new procedures and approaches for individuals, as and when required.
5.	CONTACTS & RELATIONSHIPS <ul style="list-style-type: none"> • Extensive pupil contact through working with pupils on a daily basis. • Regular contact with staff across the school. • Contact with parents and other agencies. • Able to build relationships of trust and respect with both students and parents in order to ensure time in the Inclusion Centre is productive.
6.	DECISIONS – discretion & consequences <ul style="list-style-type: none"> • In conjunction with the ICM using judgement to design, develop and implement modification / variations to processes, programmes and working arrangements. • There will be times when the post holder makes a range of decisions independently regarding the use of low level sanctions. • Independent decision making regarding the appropriateness of school strategies and actions regarding student behaviour issues that arise.
7.	RESOURCES – financial & equipment <i>(<u>Not</u> budget, and <u>not</u> including desktop equipment.)</i> <p>Based within the Inclusion Centre – the postholder will work with and consult the ICM with purchasing of materials and resources for the centre.</p>
8.	WORK ENVIRONMENT <p>Work Demands 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>Physical Demands,</p>

	<p>This role may require undertaking practical tasks within the Inclusion Centre and moving equipment, tools, supplies etc. Physical intervention may be required with students on very rare occasions.</p> <p>Working Conditions No unpleasant working conditions. Normal school environment.</p> <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>Work Context 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>KNOWLEDGE & SKILLS</p> <ul style="list-style-type: none"> • Practical skills, or experience of, working within a practical setting – our onsite AP has a workshop and horticultural area this may include joinery, bicycle / motorbike maintenance, gardening / horticulture etc. • Understanding of the social, educational and personal contexts which relate to children becoming vulnerable and becoming at risk of not fulfilling their potential. • Experience of working with or in alternative provision. (Desirable) • Experience of working with students who exhibit challenging behaviour in any context. • Experience in working with or developing and delivering a range of programmes, activities, courses, and opportunities to provide all necessary support for identified pupils. • 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. • The ability to command and respect authority from all students and parents, including those with challenging needs and behaviours. • Excellent interpersonal and communication skills. • Time management and organisational skills. • Knowledge of child development and childrens' personal development needs. • Strong working knowledge of strategies which promote good behaviour and discipline.

	<ul style="list-style-type: none"> • Experience of working in a multi-disciplinary team. • Experience of participating fully in planned intervention programmes for children with emotional and behavioural difficulties. • Effective use of ICT to produce appropriate resources to support learning • Knowledge of Health and Safety issues and their application in a standalone unit. • Problem solving skills, diagnosing problems, exploring options and making accurate judgements; • Reliability and resilience. • Able to establish and maintain professional supportive relationships with young people.
10.	<p>Position of Job in Organisation Structure</p> <div style="text-align: center;"> <div style="border: 1px solid black; padding: 5px; margin: 10px auto; width: 40%;">Inclusion Centre Manager</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(45deg);"></div> <div style="border: 1px solid black; padding: 5px; margin: 10px auto; width: 30%; color: red;">Inclusion Centre Co-ordinator</div> </div>