IXWORTH HIGH SCHOOL JOB DESCRIPTION

INCLUSION MANAGER & ADSL

Line Managers job title:	Assistant Headteacher
Salary:	Points 18-22 of the Support Staff Scale **FTE** £32,578-£34,811 per annum **Pro rata** £28,400-£30,888 per annum, including an allowance for holiday pay
Tenure:	Permanent
Contract type:	39 weeks
Hours per week:	37.5 hours

THE POST

Ixworth High School is a member of the Sapientia Education Trust (SET). SET is an expanding multi-academy trust with 14 primary and 9 secondary schools.

We are looking for a hard-working and enthusiastic person with high standards and the ability to communicate and interact effectively with others as part of our school as a Inclusion Manager & ADSL.

The post holder will be required to address the needs of students who need particular support in managing their behaviour and emotional and pastoral needs and to work with the Head of Year Leaders to target help and support for students whose behaviour is of concern.

The post-holder will have access to and be responsible for confidential information and documentation. They must ensure confidential or sensitive material is handled appropriately and accurately.

The first three months of employment shall be a probationary period, and employment may be terminated by the Trust during this period at any time on one week's prior written notice. The Trust may, at its absolute discretion, extend this period for up to one month. During this probationary period, performance and suitability for continued employment will be monitored.

PERSON SPECIFICATION

The personal competencies expected of all Inclusion Manager are:

- The ability to communicate clearly and tactfully using appropriate methods and an awareness of the impact of your own communication on others;
- Able to maintain positive relationships with all and able to work as an effective and flexible part of a team; willing to change methods of work and routines to benefit the team;
- Be able to multi-task and work under pressure;
- Be flexible and resilient in managing and executing their daily responsibilities;
- Able to demonstrate strong planning and organisational skills;
- Willingness to accept responsibility for your own actions;
- The ability to prioritise effectively, meet deadlines and accept challenges.

The professional competencies expected of an Inclusion Manager are:

- Excellent administrative skills;
- Proven experience of being able to work on your own initiative and with others in the admin team.
- The ability to communicate clearly and tactfully using appropriate methods and an awareness of the impact of your own communication on others;
- Able to maintain positive relationships with all and able to work as an effective and flexible part of a team; willing to change methods of work and routines to benefit the team;
- Be able to multi-task and work under pressure;
- Be flexible and resilient in managing and executing their daily responsibilities;
- Able to demonstrate strong planning and organisational skills;
- Willingness to accept responsibility for your own actions;
- The ability to prioritise effectively, meet deadlines and accept challenges.

The qualifications and previous experience required for an Inclusion Manager are:

- A minimum of a grade C / 4, or equivalent, in English and Maths GCSE.
- ICT literate with excellent keyboard skills;
- Experience of working with school management systems would be an advantage.

JOB SPECIFICATION

General Responsibilities

The Inclusion Manager is responsible to the Pastoral Assistant Headteacher to address the needs of students who need particular support in managing their behaviour and emotional and pastoral needs and to work with the Head of Year Leaders to target help and support for students whose behaviour is of concern.

The post-holder will be required to comply with the SET Ixworth School Code of Conduct for Staff and Volunteers.

Seckford Education Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

The post-holder will have access to and be responsible for confidential information and documentation. They must ensure confidential or sensitive material is handled appropriately and accurately.

The post-holder shall participate in the School's programme of Performance Management and Continuing Professional Development.

A non-exhaustive list of specific responsibilities for the role is below and you will be required to undertake other duties and responsibilities as may reasonably be required.

Specific Responsibilities

- To act as Alternate Safeguarding Lead. To keep all records compliant and assist with the referral process as required. To attend all relevant meetings;
- To assist with looked after students by completing the student centred paperwork and representing the Designated Lead if required;
- To assist the Heads of Year in updating the tiered system for vulnerable students;
- To lead as required with students requiring a family support plan;
- Manage and deliver pastoral support to students as required;
- Work with students referred in the tiered system to monitor their behaviour and support them in behaving in a way that respects the learning needs and wishes of others;
- To work with excluded students or those with behavioural, emotional or attendance problems requiring additional support to improve their educational attainment;
- To meet regularly with the Attendance Officer to help co-ordinate plans with the Heads of Year/Assistant Headteacher in order to improve student's attendance;
- To undertake comprehensive assessments of students to determine those in need of particular support in consultation with the Heads of Year/Assistant Headteacher;
- To support students in achieving the goals defined in their Pastoral Support Plans/Behaviour Plans;
- To work in partnership with others in drawing up and implementing action plans for students who need mentoring support;
- To develop a 1:1 mentoring relationship with students receiving support;
- To develop a knowledge and understanding of the range of programmes, activities, courses, opportunities, organisations and individuals that could be drawn upon to provide extra support for students;
- To keep up-to-date records of meetings and phone calls and update online records as required;
- To meet with parents and carers as necessary;
- Liaise with external agencies as appropriate. To direct students to the appropriate agency in consultation with the Heads of Year/Assistant Headteacher;
- Write Pastoral Support Plans for students in consultation with Head of Years/Assistant Headteacher and meet with parents and external agencies as necessary;
- Lead on mentoring scheme. Identify vulnerable students, offer support with transition to high school and identifying students within the school community to support these students providing training and support;

- Lead on Mental Health provision. Identify students who require more support then universal services. Liaise with all partners to develop a plan of support for the student;
- Assists in identifying those students who would benefit from an alternative learning programme ensuring that the programme is responsive to the needs of the individual students;
- Constructs and maintains effective systems of parental engagement which enhance the alternative provision offer of the schools;
- Reduce the number of permanent and fixed term exclusions across the school through the development and introduction of a range of behavioural support strategies to address challenging behaviour;
- Demonstrates the effectiveness of the alternative provision strategies introduced through improvements in attendance, performance and progression for those students following alternative earning programmes;
- To develop strategies and policies which assist in the identification of early signs of disengagement and contribute to specific interventions to encourage re-engagement with the curriculum and school life.
- To embed those procedures in day to day learner activities by training and briefing other staff;
- To support the learner support team to monitor/identify:
    - attendance and internal/external truancy
    - learners at risk of exclusion
    - learners with low self-esteem/motivation
    - learners with family and school issues which impact on their school life
- To liaise with the Assistant Headteacher to identify an agreed caseload of learners to work with and to initiate projects and re-integration plans;
- To supervise and provide guidance to learners accessing alternative provision;
- Strategic and operational management, development and leadership of alternative provision across the school;
- Visit and monitor alternative provisions;
- Attend reintegration meetings for students who are PTTT, dual placement, AP, potential PEX,
- Work alongside behaviour lead to identify and support key students;
- Attend IYFAP meetings as required.
- Assist with on-call, IE supervision and detentions.
- To accompany home visits.

Safeguarding Responsibilities:

Undertake the responsibilities of the Alternate Designated Safeguarding Lead (ADSL) and lead the Safeguarding Team with the Designated Safeguarding Lead (DSL);

- Deliver Safeguarding Training to all new staff, volunteers and those in regulated activity, ensuring that all staff have access to and understand the Trust Policy and Procedures; In addition to the above the ADSL will:
- Be able to identify signs of abuse and how to refer concerns;
- Maintain detailed written records of CP concerns and ensure they are kept secure;
- Update the Safeguarding Policy as required.

The Trust will ensure that the ADSL will have sufficient time, funding, supervision, and support to fulfil his/her child welfare safeguarding responsibilities effectively.

The post-holder will be required to comply with the Trust Code of Conduct. The post holder will have access to and be responsible for confidential information and documentation. They must ensure confidential or sensitive material is handled appropriately and accurately.

The post holder shall participate in the Trust's programme of Performance Management and Continuing Professional Development.

HOURS OF WORK

Paid Weeks per year	39 weeks
Hours per week	37.5 Hours
Normal working Pattern	Monday 08:00am – 16:00pm Tuesday 08:00am – 16:00pm Wednesday 08:00am – 16:30pm Thursday: 08:00am – 16:00pm Friday: 08:00am – 15:30pm
Unpaid Breaks	30 minutes lunch break where the working day exceeds 6 hours
Holidays	Holiday pay entitlement is included in the pro rata salary for the post and there is no entitlement to take holidays during term-time.
Annual leave entitlement	Annual holiday entitlement for full-time support staff will be 34 days (including bank holidays), rising to 38 days after 5 years' service. Holiday entitlement is pro-rata for employees who work less than 52 weeks per year and/or less than 37 hours per week.
CPD Days	CPD is included in your pro-rata salary and you will be expected to work on all published CPD Days. Any additional time required for CPD can be claimed on a timesheet.

REMUNERATION

- Points **18-22** of the Support Staff Salary Scale
- FTE Salary: £32,578-£34,811 per annum
- Pro rata salary: £28,400-£30,888 per annum

The post-holder will be auto enrolled to join the Trust's nominated pension scheme for support staff.

MID-YEAR ADJUSMENTS – TERM TIME/TERM TIME PLUS

Salary payments are averaged out over the 12 months of the Academic Year. If you begin employment with the Trust during the Academic Year, or you have changes made to your contract, a Mid-Year Adjustment calculation will be made. This is to ensure that employees are only paid for work they will do over the remaining months of the Academic Year. This is worked out based on working days of the term time calendar not an equal division of full months to be worked.

DRESS CODE

The post-holder will be expected to wear appropriate business attire. All staff will be supplied with appropriate Staff ID. This must be worn at all times to ensure that students, staff and visitors are able to identify employees.

PRE-EMPLOYMENT CHECKS

Sapientia Education Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

All staff must be prepared to undergo several vetting checks to confirm their suitability to work with children and young people. The Trust reserves the right to withdraw offers of employment where checks or references are deemed to be unsatisfactory.