



Job Description

Job Title: Inclusion Centre Manager

JD Code: JDE31

Reports to: Assistant Vice Principal

Typical Contract Basis: 37 hours per week, Term Time (All Days)

Line Management:

The post holder will be accountable to the Assistant Vice Principal for all initiatives related to this post.

Job Purpose/Summary:

To lead the day-to-day running of the Inclusion Centre and Behaviour Support Base (BSB), for pupils with challenging behaviours and/or SEND needs who are at risk of suspension or permanent exclusion.

Key Tasks and Accountabilities:

- Manage the day-to-day running of the Inclusion Centre and BSB, including staff briefings, pupil and staff timetables, room bookings, line management of staff working in the Inclusion Centre and development of high-quality spaces.
- Support the behavioural and emotional needs of pupils, monitoring pupils completing work and liaising with staff for work for pupils to complete.
- Maintain a register of pupils in the Inclusion Centre and BSB, and ensure effective communication to all stakeholders.
- Support a caseload of pupils in improving their behaviour and learning via their Pastoral Support Plans/ SEND plans.
- Securely maintain case files of excluded pupils, recording contact with the pupil and their families/carers.
- Identify and escalate appropriately pupils who require early intervention and/or additional support internally/externally.
- Provide a calm and positive learning environment within the Inclusion Centre and BSB which allows pupils to transition successfully back to lessons.
- Support the re-integration of pupils back to lessons, including moderating restorative conversations between pupils and staff, to help prevent future exclusions.
- Report pupil behaviour issues in line with school behaviour policy.
- Support the monitoring and evaluation of pupil progress, including production of assessment reports where necessary.
- Provide a structured and positive mentoring program for pupils who need behavioural/emotional support.



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- Participate in active duty support across lessons as well as other duties required such as gate, playground, break/lunch duties.
- To liaise with relevant staff including Assistant Principal of Conduct and Inclusion and Senior Leaders regarding pupil progress.
- Work collaboratively with colleagues including Learning Mentors, HLTAs and others for the benefit of pupils accessing the Inclusion Centre and BSB.
- To liaise with external partnerships, the local community, Local Authority and others where appropriate, including participating in the various networks, locally and nationally. Liaise with external agencies to improve pupil behaviour and communicate with pupils, parents/carers.
- To ensure that all aspects of safer working practices are adhered to within the area.
- To supervise, train and develop skills of other support staff and undertake personal development through training and other learning activities as required.
- Be aware of and comply with the school policies and procedures relating to child protection, health, safety and security, confidentiality and data protection. Report all concerns to the appropriate person.
- Be aware of and support difference to help ensure everyone else has equal access to the facilities and feels valued, respecting their social, cultural, linguistic, religious and ethnic background.

Once in post, the post holder will:

- continue to maintain and demonstrate high standards;
- demonstrate a commitment to develop themselves professionally;
- vocalise the school's vision and aspirations
- be flexible to adapt to change
- be a role model and act as an ambassador for the school and Trust in and outside of the school by speaking positively about the school in the community, always upholding a 'Commitment to Excellence', and by dressing appropriately and smartly in professional attire.

This job description may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the Academy in relation to the post holder's professional responsibilities.



Person Specification

CRITERIA	ESSENTIAL	DESIRABLE
A. Education and training	<ul style="list-style-type: none"> Degree or relevant professional qualifications Mental Health First Aid training or willingness to undertake Experience of delivering effective interventions with individual pupils and small groups Very sound literacy and numeracy skills 	<ul style="list-style-type: none"> Experience liaising/referral with external agencies to support assessment and/or support beyond the school setting Experience of leading or contributing to an Education, health care plan
B. Skills and abilities	<ul style="list-style-type: none"> Ability to build relationships, to challenge and nurture pupils and drive forward standards Ability to be creative and engaging with pupils Ability to assess pupils' needs and identify intervention strategies and ability to use data to plan and differentiate for personalised learning High level of self-reflection to respond to emerging needs Ability to collaborate across a number of faculties and departments 	
C. Knowledge & Experience	<ul style="list-style-type: none"> The ability to work constructively in partnership with all stakeholders, establishing positive and effective collaborations with parents, governors, other schools, external agencies and the local community Knowledge of recent educational thinking and developments and how they may impact on our provision and pupils 	
D. Personal qualities	<ul style="list-style-type: none"> Open and engaging personality Ability to work as part of a team in the formulation and review of policy 	



CRITERIA	ESSENTIAL	DESIRABLE
	<ul style="list-style-type: none"> • Ability to motivate others through personal influence and concern for individual needs. • Able to operate under pressure. • The drive and enthusiasm to make a substantial personal investment in all aspects of the life of the school • A commitment to school improvement driven by a clear, shared vision of the school's future. • Ability to conduct meetings productively, to present reports and communicate information coherently in both verbal and written forms. 	
E. Approach to work	Evidence of: <ul style="list-style-type: none"> • high motivation and professional commitment • a commitment to pupil-centred education • a commitment to involving parents as partners in the education process • a commitment to and understanding of equality of opportunity • effectiveness in time management and team working 	

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. This post is subject to pre-employment checks including an enhanced DBS disclosure.