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**JOB DESCRIPTION**

**Exclusion Room Officer**

**Job details**

Grade: KR5

Reporting to: Principal Lead for Behaviour

**Key purpose:**

To manage the school’s Internal Exclusion facility ensuring that appropriate standards of learning and behaviour are maintained.

To provide a complementary behaviour support service to existing teachers and pastoral staff in school, addressing the needs of children who need support to overcome barriers to learning both inside and outside the school to achieve their full potential.

To be responsible for promoting and safeguarding the welfare of children and young people within the school.

*Please note that the post holder will be the sole supervisor of the Internal Exclusion Centre. Therefore, the ability to work alone is essential. There will of course be other staff in the vicinity.*

**KEY AREAS AND ACCOUNTABILITIES**

* To develop and embed a clear structure to the daily routines in the school’s Internal Exclusion Room. Providing challenge and motivation to ensure a firm but calm working environment.
* To lead on the administration of the Internal Exclusion room.
* To liaise with student support managers, teachers, directors of learning and senior management regarding students in internal exclusion to ensure that the students’ needs are understood and met during their day.
* Maintain appropriate records of discussions with students, reporting to the relevant staff.
* To communicate to staff the daily internal exclusion register.
* To provide half termly statistical reports and analysis on internal exclusion referrals.
* To maintain accurate records and update the school information management system (SIMS) and ClassCharts with accurate information regarding internal exclusion-including recording attendance.
* Liaise with colleagues to ensure students in the facility are provided with appropriate and sufficient work and that completed work is returned to relevant staff.
* To develop programmes of work for student to complete during internal exclusion in liaison with directors of learning and teachers so that student learning is maximised.
* To help adapt and plan the development of resources necessary to lead learning activities, taking into account pupils’ interests, language and cultural backgrounds.
* Communicate set work to students and offer help and guidance as required.
* To develop restorative practices in an attempt to modify and improve behaviour and improve relationships between students and staff. Complete exit interviews with students, complete the appropriate records and communicate with staff.
* Challenge and motivate students to promote and reinforce high levels of self-esteem.
* To engage with suitable and appropriate communication with families/carers, to keep families/carers informed of the child’s needs and progress and to support in securing positive family support and involvement.
* To work closely with key members of staff to ensure that the needs of the children are met, including contributing to policies and practices that will promote inclusion and engagement.
* To provide support for pupils’ emotional and social needs by encouraging and modelling positive behaviour in line with school policy.
* Undertake before school, break and lunchtime student supervisory duties as and when required.
* To undertake other duties and responsibilities as required from time to time commensurate with the grade of the post.
* To contribute to the development, monitoring, and reporting on the implementation of the school’s behaviour policy.

**OTHER RESPONSIBILITIES**

Under the guidance and direction of the Headteacher and Senior Leadership Team, to:

* Contribute to the school's commitment to raising achievement for all
* Carry out the professional duties of the post, including participation in performance management within the school scheme
* Participate in and take responsibility for your training and professional development
* Carry out a share of supervisory duties in accordance with published rosters
* Participate in appropriate meetings with colleagues and parents relative to professional duties
* Implement all whole school and local authority policies.
* To attend School and relevant wider based training sessions as required or necessary.
* To attend meetings and undertake duties as reasonably directed by the Headteacher.

**PERSON SPECIFICATION**

The following outlines the criteria for this post. Applicants who have a disability and who meet the criteria will be shortlisted.

Applicants should describe in their application how they meet these criteria.

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| **CRITERIA** | **Essential** | **Desirable** |
| **Qualifications** |  |  |
| Relevant training for working with young people aged between 11-19 | **X** |  |
| Level 2 Diploma, NVQ accreditation in a relevant subject or area |  | **X** |
| GCSE C grade or higher (or equivalent) in Maths and English |  | **X** |
| **Experience** |  |  |
| Experience of working with young people aged 11-19 | **X** |  |
| Proven track record of successfully working with disaffected young people |  | **X** |
| Experience of working in a secondary school setting |  | **X** |
| Experience of assisting students with their learning |  | **X** |
| **Skills / Abilities / Knowledge** |  |  |
| A firm, calm approach to working with young people | **X** |  |
| An ability to communicate effectively with teachers, students, parents and multi agencies | **X** |  |
| An ability to work autonomously and as part of a team. | **X** |  |
| Good organisation, time management, communication and interpersonal skills. | **X** |  |
| Good research and planning skills |  | **X** |
| Knowledge of the main aspects of the organisation of secondary schools |  | **X** |
| Knowledge of the principles involved in giving advice and guidance to young people including the place of confidentiality and sharing information | **X** |  |
| Knowledge of the rights and responsibilities of parents |  | **X** |
| The ability to liaise with and gain the confidence of all school staff | **X** |  |
| A clear understanding of the factors which lead to educational disaffection in young people |  | **X** |
| Knowledge and understanding of strategies to remove barriers to learning in young people |  | **X** |
| Knowledge of the range of additional support/agencies available for students |  | **X** |
| Good ICT skills | **X** |  |
| The ability to work flexibly | **X** |  |
| Patience, resilience, tolerance and a genuine understanding of the difficulties that students may encounter with their school and home life | **X** |  |
| The ability to find creative and imaginative solutions to problems | **X** |  |
| The ability to produce detailed, concise evaluative reports |  | **X** |
| **Attitudes** |  |  |
| A commitment to and an enthusiasm for the post | **X** |  |
| Adaptability and a professional approach to the responsibilities of the post | **X** |  |
| An understanding of and commitment to the equal opportunities policies of the LA, and the School | **X** |  |
| An eagerness to gain experience, expertise and professional development through this position. | **X** |  |

**The successful candidate must pass the required health and enhanced DBS checks.**