

## Job Description

<b>Job Title:</b>	Inclusion Room Manager	<b>Reporting to</b>	Mr Ball – Vice Principal
		<b>Grade and Range:</b>	WEAT Grade F, pts 15 - 20

<b>Purpose and context:</b>	<p>Everyone at St Augustine Academy works to fulfil our School Plan. This role is for a manager to lead our Internal Inclusion Room. It will include organising supervision within the internal Inclusion room, restorative interventions and behaviour support across the school. It will also involve providing wider support for students who are vulnerable, disengaged or in danger of further suspensions.</p> <ul style="list-style-type: none"> <li>To manage the operations of the internal inclusion room at St Augustine Academy</li> <li>To manage the punitive aspect of the Internal Inclusion room.</li> <li>To manage the behaviour of pupils who have been placed in the Internal Inclusion room as a sanction for poor behaviour.</li> <li>To coordinate behavioural therapy, either as a part of the punitive sanction or as an ongoing piece of work to moderate poor behaviour.</li> <li>To support the social and emotional needs of pupils as they navigate secondary education.</li> <li>To keep accurate records of sanctions and therapeutic support.</li> <li>To provide outstanding pastoral support to vulnerable students.</li> <li>Contribute to the development and provision of the highest quality of education at St Augustine Academy</li> <li>Contribute to a daily provision of high quality pastoral care including monitoring standards and patterns of behaviour and discipline, attendance and punctuality.</li> <li>Make sure that young people of all abilities and backgrounds fulfil their potential.</li> <li>Engage all young people in interesting and engaging learning.</li> </ul>
<b>Key Objectives:</b>	<ul style="list-style-type: none"> <li>To ensure that child protection concerns flagged up are actioned swiftly and effectively.</li> <li>To proactively contact parents to alert to behaviour concerns.</li> <li>To regularly mentor and monitor students to improve their behaviour.</li> <li>To promote and safeguard the welfare of children and young people you are responsible for.</li> <li>To ensure the academy's Behaviour Policy is implemented, maintaining good order and discipline and safeguarding the health and safety of pupils, so that effective learning can take place.</li> <li>To make records on the personal and social needs of pupils.</li> <li>To liaise with a wide variety of outside agencies to ensure our students are effectively supported.</li> <li>To complete the relevant documentation to assist the tracking of pupils and to keep their records up-to-date.</li> <li>To manage the pupils in the Internal Inclusion Room</li> </ul>

## Person Specification

### Job Title – Inclusion Room Manager

#### Qualifications

Candidates must demonstrate that they have:

- Qualifications at Level 3 (A levels or Level 3 Vocational Qualifications) - Desirable
- English and Maths to Level 2 (or equivalent).
- A qualification to degree level would be an advantage.
- Experience of working with disadvantaged young people in Key Stages 3, 4 or 5
- Experience of working with other professionals in a multiagency framework.
- Experience of leading and managing teams.
- Competence using ICT

#### Experience and Knowledge

Candidates should demonstrate that they know

- Principles and practice of educational inclusion, diversity and access.
- Know good practice in meeting the needs of young people, particularly those who may be vulnerable and/or challenging
- An informed understanding of strategies to improve student progress and performance, including high standards in behaviour for learning.
- Relate sensitively and have empathy for young people
- Understand the dynamics of working in a secondary school

Candidates should also have

- An understanding of the requirements of the current Ofsted framework.
- Adept skills in information management.
- Excellent communication skills.
- Ability to use evidence-based information for improving outcomes for students.

#### Skills and Abilities

- Good interpersonal skills; the ability to communicate effectively with a variety of people and to assess and diffuse potentially confrontational situations.
- The ability to influence others, either within or outside the organisation.
- To be an outstanding role model for colleagues.
- To be an outstanding role model for children.
- Loyalty and discretion.
- Excellent attendance and timekeeping.
- Resilience under pressure.
- Sense of humour.
- Smart, professional appearance.
- Have the ability to work in partnership with other members of a team, delegating appropriately;
- Inspire, motivate and empower staff and students.
- Seek and act on feedback from others.
- Have resilience and tenacity, combined with a high level of integrity.

## Personal Qualities

- A clear understanding of behavioural theory in a school setting.
- To understand the importance of consistency of application in developing good behaviours.
- To be strategic in regard to behavioural policy.
- To be able to hold pupils and staff to account.
- Good understanding of children and children's services.
- An understanding of behavioural therapies available to support vulnerable pupils.
- The ability to work under pressure, prioritising work.
- Good organisational and administrative skills.
- Good management and leadership skills.
- Tact and diplomacy when working with staff, students and parents.

## Special Conditions

All postholders will be required to undertake an enhanced DBS check