****

**JOB DESCRIPTION**

**Exclusion Room Officer**

**Job details**

Grade: KR5

Reporting to: Principal Lead

**Key purpose:**

The school runs an internal exclusion room as an alternative to a fixed term exclusion. A student may be placed in internal exclusion for refusing to comply with school behaviour systems or for a serious incident which would otherwise require a fixed term exclusion. Students are supervised in the exclusion room at all times and are expected to complete all work set as if it is a normal school day. Students are required to attend school at a different time to the main school and will not be allowed to socialise with other students at break and lunch. Parents will be informed of any inappropriate behaviour that has led to the student being placed in the Exclusion room. Following this they will invited in to the school to discuss appropriate interventions to avoid situations like this in the future.

**KEY AREAS AND ACCOUNTABILITIES**

1. To co-ordinate and supervise internal exclusion.
2. To co-ordinate and manage administration pertaining to internal exclusion.
3. Maintain appropriate standards of behaviour in the room in accordance with school policy.
4. To patrol the school to ensure students are in lessons and that there a calm and school environment.
5. To “drop in” lessons and check on specific students who may be struggling to engage in lessons or who are unable to sustain positive behaviours.
6. To liaise with Learning and Assistant Leaning Co-ordinators, Learning Mentors and Senior Management in regards to internal exclusion referrals.
7. Conduct interviews with students in the facility to ensure they are aware of the procedures and required standards and to reinforce the reasons for the sanction.
8. Maintain appropriate records of discussions with students, reporting to the relevant staff.
9. To communicate to staff the daily internal exclusion register.
10. To provide half termly statistical reports and analysis on internal exclusion referrals.
11. To maintain accurate records and update the school information management system (SIMS) with accurate information regarding internal exclusion-including recording attendance.
12. To develop programmes of work for student to complete during internal exclusion in liaison with Heads of Curriculum Areas so that student learning is maximised.
13. 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.
14. Challenge and motivate students to promote and reinforce high levels of self-esteem.
15. Liaise with colleagues to ensure students in the facility are provided with appropriate and sufficient work and that completed work is conveyed to relevant staff.
16. Communicate set work to students and offer help and guidance as required.
17. To lead parts of meetings specific to internal exclusion and behaviour management strategies.
18. Support student management strategies and policies of the school and undertake additional duties (when no student has been referred) eg. On call, in-class behaviour support, supporting Student Support Managers, and student mentoring.

**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.

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

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