



Prepare | Aspire | Succeed

Please return one signed copy to Judith Woods, HR Manager, and retain the other copy for your records.

Signed

Name
(in capitals)

Date

Post Title: Inclusion Manager

Grade: Bucks Pay Range 4 Point 21 – 25 pro rata (actual salary £25,084 - £26,929 pa; £29,477 - £31,645 pa full-time equivalent)

Hours: 37 hours per week over 5 days (8.00am to 4.00pm Monday to Thursday and 8.00am to 3.30pm Friday including 30-minute unpaid break), 39 weeks per year (38 weeks term-time plus 5 Inset training days)

Responsible to: Assistant Headteacher (Behaviour)

Job Purpose: To support the social, emotional, behavioural and educational welfare of all students.

To work as a member of the school's Administration Team in accordance with the following:

MAIN DUTIES

1. Provide particular and skilled support (mentoring, target setting, review meetings, lesson visits, group work and liaison with parents, staff and outside agencies) to a range of students within a designated caseload
2. Monitor the progress of students with inclusion strategies, reporting on attendance, attitude to learning, progress/attainment and student well-being
3. Facilitate sharing of relevant student information for each student, their family members, appropriate teaching and support staff at the school, as well as the wider community (e.g. local agencies, schools, authorities) as appropriate to enhance their pastoral provision.

The Cottesloe School
Aylesbury Road, Wing, Leighton Buzzard,
Beds, LU7 0NY
01296 688264
www.cottesloe.bucks.sch.uk
office@cottesloe.bucks.sch.uk
Headteacher Mr S Jones, MA

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4. Evaluate interventions for each student and provide relevant reports and records to appropriate personnel e.g. student, family members, relevant teaching staff, senior leadership team, governors, external bodies, etc.
5. Organise and contribute to behavioural data, 'curriculum reviews' and Pastoral Support Plan meetings and follow-up work
6. Monitor and plan interventions on behavioural data, working with the Pastoral team and external agencies to provide effective and impactful support.
7. Where relevant, attend and contribute to meetings before and after school.
8. Liaise with other professionals where appropriate, including but not restricted to the School Nurse, Parent, Attendance Officer, CAMHS, Social Care, Police, Alternative Providers and Targeted Youth Support Worker
9. To liaise with teaching and non-teaching staff in relation to the behaviour and learning of individuals and groups of students to support the embedding of intervention strategies.
10. To create and host behavioural mentoring/intervention groups to support students' behaviour and engagement.
11. To support investigations into behavioural incidents as directed by the Assistant Head (Student Character) or Heads of Year.
12. To oversee, develop and evaluate internal suspensions as an intervention, ensuring work is provided for students.
13. To maintain accurate records of students' behaviour, achievements and tracking documents.
14. To assist in maintaining, updating and implementing current and new strategies and policies.
15. To oversee the successful implementation of student Personal Support Plans (PSPs) report cards and monitor their impact.
16. To support the attendance team, tutors and Heads of Year in monitoring and improving attendance and punctuality.
17. To attend and support key school events such as transition day(s), awards evening and open day events.
18. Such other duties/responsibilities as may from time to time be reasonably required.

Support members of the Administration Team by:

- Maintaining accurate and up-to-date student records using the school's student database and filing systems.
- Providing cover for support staff as required.

Being committed to one's own professional development, undertaking such training as is needed to perform the post effectively.

PERSON SPECIFICATION

This acts as selection criteria and gives an outline of the type of person and the characteristics required to carry out the post. Please make sure when completing your application form that you give specific examples to demonstrate how you match the requirements of the post.

1 = Application form 2 = Interview 3 = Test and/or Reference 4 = Proof of qualification

	Essential	Desirable	How Measured
KNOWLEDGE/QUALIFICATIONS:			
Good standard of education, minimum GCSE Grade A-C in Mathematics and English or equivalent qualifications	✓		1, 3, 4
Knowledge of statutory policies and frameworks, including governance	✓		1, 2, 3
Knowledge and understanding of behavioural management and de-escalation strategies	✓		1,2
Knowledge of appropriate behavioural intervention strategies used in education	✓		1,2,4
Knowledge of specific barriers to learning		✓	1, 2, 3
First Aid qualification		✓	1,, 4
High standard of written and spoken English	✓		1, 2, 3
Commitment to training/health and safety legislation	✓		1, 2, 4
SKILLS AND COMPETENCIES:			
Demonstrable ability to work effectively in a wide range of partnerships to achieve school improvement	✓		1, 2, 3
Proactive, professional and friendly manner	✓		1, 2, 3
Ability to chair meetings with key stake holders	✓		1,2,3
Work collaboratively with senior management, other staff, other agencies, parents/carers to gain their confidence	✓		1, 2, 3
Ability to organise and prioritise work effectively and to work to deadlines	✓		1, 2, 3
Effective ICT skills	✓		1, 2, 3
Ability to implement strategies which encourage parents/carers to support their children's learning and attendance	✓		1, 2, 3
Ability to lead intervention focus groups to support young people.	✓		1,2,3
Ability to work calmly under pressure	✓		1, 2, 3
Ability to engage with young people, removing barriers to learning	✓		1,2,3
Ability to analyse data to highlight trends and patterns	✓		1,2,3
An understanding of educational safeguarding structure and responsibilities	✓		1,2,3
EXPERIENCE:			

Experience of working with young people in an advice and guidance capacity	✓		1, 2, 3
Proven experience of working with young people with challenging behaviour and learning difficulties	✓		1, 2, 3
Experience in attending and contributing to pastoral meetings and/or working parties		✓	1,2,3

The Governing Board of The Cottesloe School is committed to safeguarding and promoting the welfare of the students. All employees are expected to share this commitment, to follow the school's safeguarding policies and procedures and to behave appropriately towards children at all times whilst undertaking school activities and in their personal lives.

The school's policy is to renew DBS checks for all staff, volunteers and governors every five years. Staff have a duty to inform the Headteacher of any change in their DBS status and to make the Headteacher aware of any incidents that may impact on their ability to work with children and young people.

The postholder will ensure that school policies are reflected in all aspects of their work, in particular those relating to safeguarding children, equal opportunities, health and safety, data protection, code of conduct and professional behaviour.

The postholder will be required to undergo criminal, teacher status, qualification, medical and reference checks as part of the recruitment process and must be willing to participate in further training as the job requires. All staff are expected to take responsibility for safeguarding and promoting the welfare of students at the School.

We will consider any reasonable adjustments under the terms of the Equality Act (2010) to enable a suitably qualified applicant with a disability (as defined under the Act) to meet the requirements of the post.

This job description and person specification sets out the duties of the post at the time it was drawn up. The duties of this post may vary from time to time, as required by the Headteacher, without changing the general character of the role or the level of responsibility.