

JOB DESCRIPTION FOR Inclusion Manager 21/04/20

Job Title:	Inclusion Manager
Key Stage/Year Group	EYFS, KS1 & KS2
Hours:	37 hours per week, term-time only.
Salary Range:	£24,000 - £28,000 pro rata, dependent upon experience. (£12.44-£14.51 per hour).
Responsible to:	HT/DHT/AHT/SEND CoS
Direct Supervisory Responsibility for:	Inclusion HLTAs & TAs
Important Functional Relationships: Internal/External	HT, DHT, AHT, SEND Co, Teachers, pupils, support staff, parents/carers, external agencies.

Main Purpose of Job:

- To promote, demonstrate and model exemplary commitment to the inclusion, acceptance and safeguarding of all pupils.
- To manage the operational and record keeping functions of Rainbow Cove and Tier 3 provision at ABB.
- To promote good behaviour and lead and model best practice in Tier 3 behaviour management and de-escalation.
- To establish positive, constructive and effective relationships and communication systems with parents and carers.
- To liaise with and support external agencies as required.
- To lead the development of a high quality physical learning environment for Rainbow Cove.
- To ensure a high-quality, aspirational, curriculum is planned, resourced and delivered for Tier 3 pupils that balances SEMH and academic opportunities.
- To ensure Tier 3 pupils' SEMH and academic outcomes are assessed, recorded and reported.
- To ensure that the Tier 3 team follow agreed school policies and procedures in all of the above.
- To work positively, proactively and professionally with the Pupil Welfare Group to support strategic and operational planning for Tier 3 provision.
- To uphold the ethos, vision and values of the school.
- Any other duties the Head Teacher may require within the spirit of this role and job description.

Main Duties and Responsibilities:

Tier 3 Curriculum

- To ensure half termly CHAIN Curriculum plans are completed in advance and submitted to DHT and SEND Co, including academic and Motional/Boxall targets.
- To develop weekly planning templates from the CHAIN plans and create personalized pupil plans based on their next steps assessments for core subjects, SEMH and personal interests.
- To work with teachers to ensure at least weekly, opportunities are planned to maintain close social and educational links between Tier 3 pupils, their classes and the wider school.
- To ensure personalized plans include recommendations from external professionals such as OT/EP etc.
- To ensure children have the opportunity to access core curriculum T&L on a daily basis that reflects their personal gaps and next steps and addresses relevant coverage from Pupil Assessment Grids.
- To ensure children regularly access planned provision to address priorities from their Motional/Boxall profiles each week.
- To ensure resources, teaching spaces and personnel are timetabled and available for the team for the week ahead and that planning is shared and understood by them.
- To plan to increase the amount of teaching time each child spends within their mainstream class, deploying bespoke transition strategies as required through the use of work stations, RAG timetables etc.

- To ensure brief but informative assessments are recorded to inform next steps in planning and that assessments are shared with teachers and SENDCOs.
- To ensure timely, half termly Motional/Boxall SEMH assessments are conducted for each pupil.
- To ensure all planning and assessments are filed in individual pupil Purple Folders.
- To observe children in class and then use this to inform the planning of intervention & support.
- To deliver 1:1 and small group intervention and teaching and learning across the National, Chain and SEMH Curricula.
- To support children within classroom environments as well as the Rainbow Room and Nurture Room.
- To assist with lunch and break time supervision of identified children in accordance with the school's Policy for Playground Supervision.
- To ensure that all Tier 3 pupils' effective transition into and out of other settings and year groups (e.g. Y6 to secondary school, mid-year transfers, transfer into Reception and between classes in school) is planned for and supported through intervention work and resources such as transition booklets.
- To accompany teaching staff and pupils on visits, trips and out of school activities as required and supervise children in line with school policies, including supporting Tier 3 pupil access to residential.

Rainbow Cove Learning Environment

- To ensure a safe, productive and stimulating learning environment across the 3 Rainbow Cove rooms.
- To develop an outdoor learning space for the Rainbow Cove children.
- To adapt whole school policies on learning environments – e.g. working walls, displays, reflective areas etc. – to the Rainbow Cove and implement them.
- To regularly ensure Rainbow Cove displays, interactive boards and environments are updated to reflect current learning and promote curiosity and pride in the children.
- To ensure that a celebrations board is routinely updated.

Tier 3 Behaviour Management

- To establish constructive relationships with pupils and interact with them according to individual needs.
- To model the highest standards of inclusive practice in line with our commitment to a whole-school TIS (trauma-informed school)-approach to pupil inclusion.
- To set challenging and demanding expectations that motivate, promote self-esteem and independence.
- To formulate, implement and monitor Tier 3 behaviour systems and rewards and consequences.
- To promote good pupil behaviour, dealing promptly with disruption, non-compliance, conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour and to learn from it for the future.
- To be 'on-call' as the primary behaviour responder for other Tier 3 staff when required.
- To be the lead Team Teach practitioner, monitoring and ensuring all staff's training is up to date, Team Teach procedures are strictly adhered to, parents are kept informed, records are accurate and timely and all agreed policies and procedures are consistently followed by staff. Complete Team Teach tracking and monitor and report on its use for school leaders.
- To ensure Tier 3 behaviour and safeguarding records are consistent, accurate and up to date at all times, including the accurate, consistent, daily completion of RAGs by all team members.
- To contribute to formulating and implementing individual Behaviour Plans where necessary.
- To ensure individual Behaviour Care Plans and Risk assessments are reviewed at least half termly, reflect current need, are filed, are understood and implemented by the Tier 3 team and are signed by parents.
- Ensure the Tier 3 team record all significant behaviour incidents on CPoms in line with school policy, monitor and create CPoms reports for school leaders.
- To manage the record keeping and processes for Reduced Timetables and for pupils at risk of exclusion.

Alternative Provision

- To ensure RAG timetables are maintained daily for pupils on Reduced Timetables and filed.
- To complete the LA online tracking for pupils on Reduced Timetables within the stipulated timeframes and file.
- To ensure parents sign reduced timetable agreements and file.
- To ensure pupils on reduced timetables receive weekly home learning and an evidence file is maintained.

- To devise home learning packages for parents where required.

Parental Engagement

- To be visible & proactive in supporting pupils and families at the school gate before and after school.
- To develop friendly but professional relationships with parents/carers.
- To ensure parents have the opportunity for daily pre/post school hand-overs.
- To be the main point of contact for parents/carers for specific communication beyond hand-overs – either face to face or electronically.
- To ensure regular celebratory and informative parent information is shared weekly on Dojo.
- To ensure all Tier 3 behaviour incidents are reported to parents on the day of occurrence and to lead a professional conversation about next steps.
- To ensure all use of Team Teach is reported to parents immediately.
- To support parents with understanding and dealing with their children's needs and behaviours.
- To support families to be the best parents/carers they can be so that they are able to support their child's learning and well-being.
- To operate an open door policy and maintain regular contact with the families of the pupils within Rainbow Cove.
- To creatively seek ways to increase parental participation in their children's education at school.
- To gain & retain insight into our families and to support the induction of new Tier 3 families joining the school during term time.
- To contribute to review meetings with parents alongside other professionals.
- To conduct, analyse and respond to regular parental surveys and feedback.
- To liaise sensitively and effectively with parents/carers and agencies as agreed within your responsibility.
- To be proactive in promoting family support and intervention, including meeting children and families for both ad-hoc support and planned interventions.

Supervision and Development

- To be a strong advocate for change and champion school improvement.
- To convey a positive 'can do' attitude, motivate and inspire staff and present a united front to secure successful outcomes of school initiatives.
- To establish good relationships, encourage good working practices and support, challenge and lead staff with a focus on improving inclusion.
- To work with the SENCO to support provision for students with Special Educational Needs
- To line manage Tier 3 staff – timetabling (lessons and breaks/lunches), sickness cover and reporting arrangements, planned absence cover, leading weekly staff meetings, monitoring and responding to inconsistencies and issues arising, proactively ensuring all team staff follow agreed policies and procedures relevant to Tier 3 pupils.
- To Performance Manage Tier 3 staff – lead Beginning of Year PM meetings setting targets, Mid- Year Reviews monitoring progress and End of Year Meetings, completing relevant documents. Address areas of concern with training, support and challenge as required. Collate feed-back and overviews for school leaders.
- To conduct in-year monitoring and gather evidence to support the Performance Management judgements.
- To induct of new Tier 3 Inclusion Team staff.
- To ensure high-quality consistency in the Tier 3 team's knowledge, skills, practice and provision and identify, model and facilitate relevant CPD for individuals and the team. Track progress against training.
- To proactively keep informed of relevant best practice across the country to drive improvement at ABB.
- To manage and evaluate the outcomes of intervention programmes
- To engage in training and collaborative working opportunities to develop their own skill set and support & enhance the role of Inclusion Manager within the school.
- To engage positively and constructively with own their own Performance Management and feedback from senior leaders.
- To disseminate good practice in special educational needs across the school.
- To actively contribute to meeting school, Local Authority, and National agendas and deadlines.

Other

- To work with the SENDCOs and school leaders to maintain an effective School Inclusion Team.
- To liaise effectively, supportively & practically with all school staff, ensuring that they remain informed at the appropriate level.
- To update school staff on latest Inclusion guidance and procedures where necessary.
- To provide reports for governors and attend meetings when necessary.
- To fulfil responsibility for promoting and safeguarding the welfare of the children and young people he/she is responsible for or comes into contact with.
- To be aware of confidential issues linked to home/pupil/teacher/school work and to ensure the confidentiality of such sensitive information.
- To be aware of, and work in accordance with, the school's child protection policies and procedures, and to raise any concerns relating to such procedures which may be noted during the course of duty.
- To ensure all tasks are carried out with due regard to Health and Safety.
- To administer basic first aid and assist in the dispensing of medically prescribed controlled drugs in line with school procedures if trained accordingly.
- To carry out administrative tasks associated with all of the above duties as directed by the HT/DHT/AHT/SENDCOs.

General:

- To demonstrate consistently high standards of personal and professional conduct.
- To uphold public trust in the role and maintain high standards of ethics and behaviour, within and outside school, by:
 - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to an Inclusion Manager's professional position;
 - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
 - showing tolerance of and respect for the rights of others;
 - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs;
 - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- To have proper and professional regard for the ethos, policies and practices of the school, and maintain high standards in your own presentation, dress, attendance and punctuality.
- To ensure that pupils needs are always prioritised and to have a clear sight of how the Inclusion Manager's role impacts on the school's pupils at all times
- To act as a professional team member and provide support and cover for other staff where needs arise.
- To contribute towards the ethos of the school and be a supportive and proactive member of staff.
- To demonstrate flexibility within the working day & within working practices.
- To exercise discretion when handling school data & information and to ensure the confidentiality of all sensitive information, including within discussions with colleagues and with the families of pupils.
- To be responsible for your own continuing self-development and attend training/meetings as appropriate.
- To be responsible for engaging with the school's communication systems and remaining abreast of changes & developments.
- To be aware of and adhere to applicable rules, regulations, legislation and procedures including the Schools Equal Opportunities Policy and Code of Conduct, national legislation (including Health and Safety, Data Protection).
- To undertake other duties appropriate to the post as required.

Special Conditions related to the post

Archbishop Benson Primary School is committed to safeguarding, promoting the welfare of children and to ensuring a culture of valuing diversity and ensuring equality of opportunities.

Successful applicants must be suitable to work with children and will need to undertake the following before commencing employment:

- Enhanced Disclosure & Barring Service (DBS) Certificate with barred list information
- Receipt of two satisfactory employer references one of which must be from your current or most recent employer
- Satisfactory verification of relevant qualifications
- Satisfactory health check

All new employees will be required to undertake mandatory training required by the school.

General Expectations for support staff:

The duties may be varied to meet changed circumstances in a manner compatible with the post held, at the reasonable direction of the Head teacher. This job description does not form part of the contract of employment. It describes the way in which the member of staff is expected and required to perform and complete the particular duties as set out above.

Health & Wellbeing

Archbishop Benson School is committed to being a mindful organisation that actively values the health & wellbeing of everyone in the school. We strive to make it so. We recognise that every individual has a right to:

- Mental, emotional, social and physical wellbeing
- Experience personal achievement.

Archbishop Benson School is dedicated to ensuring these rights are delivered. As employers, we recognise that employee engagement is critical in ensuring that health and wellbeing provision is meaningful and successful. We are all responsible for creating an organisation that promotes health and wellbeing strategies.

Health & Wellbeing strategies are opportunities to advance our workforce to a distinctive level. Inspirational learning environments can be created with a motivated, valued and dynamic workforce.

Health & Wellbeing is core to a first class workforce where the pupils will be rewarded with outstanding outcomes.

A meaningful and successful Health & Wellbeing provision involves the engagement of all employees, therefore it is the aim of Archbishop Benson School that each individual will:

- Promote healthy life style choices during the school day
- Be a positive role model
- Be responsible for actively seeking support if it is needed, professionally or personally
- Participate in personal and professional development opportunities, strategies and training.