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| Job Title: | Student Support / Inclusion Manager (E9039) JD |
| Grade: | 12 (pts 31 to 34)£39282 to £43128 FTE Salary |
| HPW/WPY: | 38.5 hours a week, 39 weeks a year |
| Post Number: | MIL080BC |
| Responsible To: | Headteacher |
| Responsible For: | Leading on behaviour, attitudes and personal development of young people in the daily running of the school day and extended school day. |
| Key Relationships/ Liaison with: | SLT, Safeguarding and SENDCo, BART, Teachers and classroom support staff. |
| Job Purpose: | To provide effective leadership and management of Student Support/Social Inclusion Services for Millgate School. |
| Other points to note | Due to the complex and often challenging nature of our children, there is an expectation that all staff contribute to the shared responsibility and care of our learners. At times this will present situations and behaviour that is significantly different to a mainstream setting, this may include but is not exhaustive:* Students have severe social, emotional and mental health difficulties with resulting significantly challenging behaviour.
* Students require constant supervision to ensure their own safety and that of peers and/or adults with positive, restrictive intervention strategies or positive handling techniques.
* Students may exhibit very provocative, aggressive and confrontational behaviour which can include verbal and physical aggression towards peers and staff, this can be unpredictable.
* Behaviours associated with mental health disorders demonstrated e.g. moderate/severe anxiety/depression, suicide ideation, deliberate self- harm, eating disorders, psychotic symptoms that are having a significant impact upon daily functioning and therefore require involvement from mental health professionals
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| Occupational Standards: | NVQ level 4 /degree level |
| MAIN DUTIES AND RESPONSIBILITIES: |
| 1. To provide leadership and support to relevant staff on student support/inclusion matters, including learning mentoring, behavioural and pastoral support, and/or welfare support.
2. To take responsibility for developing and implementing policy, practice and procedures in relation to student support/social inclusion, and to monitor, evaluate and review the effectiveness of this plan.
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| 3. | To liaise with support services inside and outside of the School, ensuring students haveaccess to a range of agencies, activities, and organisations, etc. |
| 4. | To identify appropriate resources for Student Support /Social Inclusion services, including internal/external funding opportunities, and to ensure that resources are used efficiently and effectively. |
| 5. | To advise and work closely with the Headteacher, Trust and any other identified staff, as a member of the Senior Leadership Team, on all matters relating to student support and social inclusion. |
| 6. | To lead on identifying students in need of support and creating appropriate learning/ behaviour support plans. |
| 7. | To develop, organise and/or participate in a variety of student support initiatives and events, e.g. anti-bullying campaign, study support club, etc. |
| 8. | To strive to achieve active family involvement in students’ progress in the school. |
| 9. | To ensure that accurate records of students on Pastoral Support Programmes and/or Personal Education Plans are maintained and that effective tracking, monitoring and evaluation of their progress is carried out. |
| 10. | To ensure that students at risk of leaving the school at 16 have identified programmes of post-school training or education |
| 11. | To implement and promote Discovery and the School’s policies and procedures |
|  | In addition to the above, the postholder will routinely undertake some or all of the following: |
| 12. | Provides advice, support, information, activities & counselling to students; acts as mediator in sensitive situations/disputes; provides on-call support for student support staff for complex cases. |
| 13. | Maintains regular contact with families/carers of students in need of extra support, keeping them informed of student progress |
| 14. | Monitors and evaluates exclusion and attendance data, liaising with EWO/attendance clerk. |
| 15. | Works closely with all staff within the school and the Trust to gather evidence to ensure student needs are met; disseminates information about individual students to relevant leaders in the school and wider Trust. |
| 16. | Leads in managing student behaviour within the school; as part of a wider leadership group, facilitates the development and implementation of behavioural expectations/discipline structures. |
| 17. | Takes a lead role in organising services for students in transition, e.g., coordinating induction of new students to school; liaising with Connexions and/or other relevant contacts. |
| 18. | Liaises with Local Authority, RALAC, police, Youth Offending Team, and Education Welfare, etc. regarding students who experience difficulties with attendance and behaviour. |
| 19. | Acts as Child Protection Officer for the school: responsible for safeguarding students, maintaining accurate records of students on the Child Protection register, and making Child Protection referrals |



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| 20. | Manages allocated human & material resources |
| 21. | To be a member of the Senior Leadership team, contributing to strategic development. |
| 22. | To organise cover for absent colleagues (teachers or support staff), for planned and unplanned absences. |
| 23. | To lead an extra-curricular activity under the direction of the school but with limited direct supervision. |
| 24. | To escort and supervise students on educational visits and out of school activities, ensuring their health, safety and well-being. |
| 25. | To attend SLT meetings to input to inform relevant aspects of strategic development |

SPECIAL FACTORS:

Subject to the duration of the need, the special conditions given below apply :

1. The nature of the work may involve the post holder carrying out work outside of normal working hours.
2. The postholder may be required to attend, from time to time, training courses, conferences, seminars or other meetings as required by his/her own training needs and the needs of the school.
3. Expenses will be paid in accordance with the Local Conditions of Service.
4. This post is eligible for a DBS check under the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (i.e. it involves certain activities in relation to children and/or adults) and defined as regulated activity under Part 1 of the Safeguarding Vulnerable Groups Act 2006 before the coming into force of section 64 of the Protection of Freedoms Act 2012 on 10th September 2012. Therefore a DBS enhanced check is an essential requirement.

This job description sets out the duties and responsibilities of the post at the time when it was drawn up. Such duties and responsibilities may vary from time to time without changing the general character of the duties or the level of responsibility entailed. Such variations are a common occurrence and cannot themselves justify a reconsideration of the grading of the post.

Discovery is seeking to promote the employment of disabled people and will make any adjustments considered reasonable to the above duties under the terms of the Equality Act 2010 to accommodate a suitable disabled candidate.

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| Grade: | 12 (Discovery) |
| Post Number: | MIL080BC |

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|  | Essential | Desirable | Howassessed |
| Qualifications* NVQ4 level relevant professional qualification or other accreditation.
* Degree level qualification or equivalent ability/experience.
* Literacy, numeracy and ICT skills sufficient to perform the job tasks.
 |  |  | App/DocApp/Doc App/Doc |
| Experience* Experience of leading teams or supervising
 |  |  | App/Int/ Ref |
| staff.* Experience of liaising with external agencies
 |  | App/Int/ Ref |
| or organisations.* Experience of working with young people
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| and their parents .* Understanding of how students learn and
 |  | App/Int/ RefApp/Int/ Ref |
| barriers to learning* Knowledge and experience of a range of
 |  | App/Int/ Ref |
| behaviour management strategies and* styles to support students and staff.
* Experience of working with disadvantaged young people.
* Experience of peer coaching/mentoring.
 |  | App/Int/ RefApp/Int/ Ref App/Int/ Ref |
| Knowledge* Knowledge of child protection, health and safety procedures and their application in a school setting.
* Awareness of a range of frameworks that support the education, development and well-being of children.
 |  |  | App/Int/ RefApp/Int/ Ref |
| Skills/Attributes* Ability and willingness to undertake
 |  |  | App/Int |
| professional development.* Good interpersonal skills.
* Empathy with children and young people.
* Ability to effectively manage student
 |  | Int/Ref Int/Ref |
| behaviour in accordance with school policy |  | Int/Ref |
| and procedure. |  |  |
| * Ability to work effectively as part of a team.
* Able to work to deadlines and prioritise
 |  | Int/Ref Int/Ref |
| tasks. |  |  |

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|  | Essential | Desirable | Howassessed |
| * Able to deal calmly with confrontation and work positively under pressure.
* Evidence of wider reading on inclusion issues
 |  |  | Int/Ref Int/Ref |
| General Circumstances* An understanding of, and commitment to, Equal Opportunities, and the ability to apply this to strategic work and day-to-day situations.
 |  |  | App/Int |
| Factors not already coveredMust be able to perform all duties and tasks with reasonable adjustment, where appropriate, in accordance with the provisions of the Equality Act 2010. |  |  | Med |

App = Application Form Test = Test

Int = Interview

Pre = Presentation

Med = Medical Questionnaire

Doc = Documentary Evidence (E.g., Certificates)