

<b>MANOR HALL ACADEMY TRUST</b>		
<b>Post Title</b>	<b>REF</b>	<b>Grade</b>
Inclusion Officer	MHJD075	Grade 7 (Level 3+)

### **Statement of Purpose**

To support children and young people to achieve their potential by providing support to overcome barriers to learning both inside and outside the school.

### **Support for Pupils**

- To assist in the identification of those children who would benefit most from a learning mentor and, working with others, draw up and implement an action plan for each child who needs particular support.
- To develop a 1:1 mentoring relationship with pupils needing particular support where necessary aimed at achieving the goals defined in the action plan.
- To maintain regular contact with families/carers of children in need of extra support, to keep them informed of the child's needs and progress, and to secure positive family support and involvement.
- To support the staged transfer of a pupil into the Learning Support Unit, where appropriate, and co-ordinate their successful exit and re entry in to mainstream classes. This can include anger management, behaviour issues, schools phobias and returning from periods of absence for any reason.
- Monitor homework and coursework completion for selected students.
- Support individual students with their work in the classroom.
- Support students who may have attendance/truancy issues.
- Liaise with parents when required.
- Liaise with external agencies/providers as necessary.
- Set up and monitor work placements.
- Attend regular meetings with appropriate senior staff.
- Support and counsel students, this requires being available during lunchtime and breaks for students to talk and report any issues that they have.
- Deal with any issues raised by students during confidential discussions promptly and inform relevant staff of the issues and the action taken.
- To liaise with parents, outside agencies, education welfare and the police with regard to confidential/sensitive information and complex issues.
- Remove disruptive pupils from classrooms as required by staff.
- To co-ordinate detentions, liaising with parents, students and staff.

### Support to Teachers

- Liaise with Head of Departments regarding learning materials.
- Arrange alternative lesson plans.
- Assist with the management of pupils excluded from the classroom during the timetabled lesson:
  - o Discuss and identify issues for the student.
  - o Identify a way forward.
  - o Support the pupil to undertake some of the lesson working during the allocated time slot.

### Administrative Support

- To use MIS to administer student timetables.
- To co-ordinate assessment data and prepare reports for students, staff and parents.
- Provide relevant paperwork for child protection issues – up to and including referral.

### Support for Organisation

- To have full knowledge and appreciation of the range of activities, courses, opportunities, organisations and individuals that could be drawn upon to provide extra support for pupils.
- To facilitate the sharing of information between local agencies, schools, authorities and other learning mentors. To be the single point of contact for accessing a range of community and business-based programmes and specialist support services, for example the Social and Youth Services, the Educational Welfare Service, the Probation Service and Connexions, and out of school study support and business and community mentors.

### Support to School (this list is not exhaustive and should reflect the ethos of the school)

- Promote and safeguard the welfare of children and young persons you are responsible for or come into contact with.
- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Be aware of, support and ensure equal opportunities for all.
- Contribute to the overall ethos/work/aims of the school.
- Appreciate and support the role of other professionals.
- Attend and participate in relevant meetings as required.
- Participate in training and other learning activities and performance development as required.
- Assist with pupil needs as appropriate during the school day.

#### **Note 1:**

***The content of this job description will be reviewed with the post holder on an annual basis in line with the School's performance and development review policy. Any significant change in level of accountability that could result in a change to the grade must be discussed with the post holder and the relevant trade union before submitting for reevaluation.***

<b>Person Specification - Inclusion Officer Level 3+</b>	
<b>Essential Criteria</b>	<b>Measured By</b>
<p><b>Experience</b></p> <ul style="list-style-type: none"> <li>• Experience of working in an education setting committed to the inclusion agenda.</li> <li>• Experience of working with pupils demonstrating challenging behaviour or dealing with disadvantaged circumstances.</li> </ul>	AF/I
<p><b>Qualifications/Training</b></p> <ul style="list-style-type: none"> <li>• NVQ 3 in Learning and Development &amp; support services for children, young people and those who care for them or equivalent qualification or experience in a relevant discipline.</li> </ul>	I
<p><b>Knowledge/Skills</b></p> <ul style="list-style-type: none"> <li>• Good ICT and record keeping skills.</li> <li>• Good numeracy and literacy skills.</li> <li>• Ability to work constructively as part of a team.</li> <li>• Ability to relate well to children and to adults.</li> <li>• Excellent communication skills.</li> <li>• Have the ability to deal with sensitive issues in a professional manner.</li> <li>• Good organisation skills.</li> <li>• Ability to prioritise effectively.</li> <li>• Influencing skills.</li> <li>• Understand the need for confidentiality when appropriate and to ensure clear and sensitive communication.</li> </ul>	AF/I
<p><b>Behavioural Attributes</b></p> <ul style="list-style-type: none"> <li>• Builds personal relationships with stakeholders, through regular contact and consultation</li> <li>• Coaches and empowers team members to take responsibility for ensuring customer care.</li> <li>• Understands the schools development plan and how it relates to team and individual objectives.</li> <li>• Accepts, supports and quickly implements change</li> <li>• Identifies and promotes best practice and encourage the sharing of ideas.</li> <li>• Proactively seek opportunities to increase job knowledge and understanding</li> <li>• Values the diversity of individuals, adaptable approach to meet individual needs and effectively utilise the diversity of team members.</li> <li>• Works with others to resolve differences of opinion and resolve conflict</li> <li>• Requires minimum supervision</li> <li>• Takes responsibility for own and team actions</li> </ul>	AF/I

<ul style="list-style-type: none"> <li>• Identifies and overcomes barriers and manage risks</li> <li>• Takes quick and effective action</li> <li>• Demonstrates focused implementation of role and responsibilities</li> <li>• Builds strong team ethos where everyone feels valued o Provides timely, sensitive and honest feedback on performance o Is accountable for own development and encourages the ownership of development needs amongst team members.</li> </ul>	
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AF - Application form

I - Interview

**Note 1:**

***In addition to the ability to perform the duties of the post, issues relating to safeguarding and promoting the welfare of children will need to be demonstrated these will include:***

- ***Motivation to work with children and young people.***
- ***Ability to form and maintain appropriate relationships and personal boundaries with children and young people.***
- ***Emotional resilience in working with challenging behaviours and***
- ***Attitudes to use of authority and maintaining discipline.***