

Job Description

Post: Inclusion Manager
Responsible to: Headteacher/Assistant Head Inclusion

Job Purpose: To identify and remove the barriers to learning created by challenging behaviour and poor attendance.

Teaching and Learning

- Assist in the education and social development of pupils under the direction and guidance of the Headteacher and the Assistant Head Inclusion.
- Evaluate the need of individuals, address the barriers to learning and evaluate the effectiveness of the package of care through academic achievement.
- Lead, plan and carry out whole school initiatives to improve whole school behaviour and attendance with responsibility and accountability for the achievement of the cohort.
- Assist in the implementation of Individual Education Programmes for students and help monitor their progress.
- Provide support for individual students inside and outside the classroom to enable them to fully participate in activities.
- Provide support for departments and individual staff to ensure an emotionally intelligent working environment that promotes good attendance and behaviour.
- Work with other professionals such as Educational Physiologists when relevant.
- Assist Progress Managers with maintaining student records.
- Support students with attendance or behavioural problems and help develop their social skills.

Administrative duties

- Develop formalised referral and evaluation documentation for behaviour and attendance.
- Identify need and make referrals, recording them centrally.
- Lead and direct the review process for behaviour and attendance.
- Complete documentation of mid-term reviews.
- Complete documentation of full term reviews.
- Complete and evaluate effectiveness of behaviour and attendance support service.
- Self-evaluate the behaviour and attendance service with support of the Assistant Head for Inclusion.
- Maintain accurate and complete student records.
- Follow school policy by meeting deadlines and formats for feedback and evaluation.
- Manage those within Behaviour and Attendance Support to ensure they also meet all deadlines set.
- Undertake other duties from time to time as the Headteacher requires.

Other duties and responsibilities

- To identify issues of behaviour and attendance creating barriers to effective learning and directing and evaluating individual programmes of care.
- To lead full staff INSET identification of need for behaviour and attendance support.
- Lead full staff or departmental INSET on positive behaviour and improving attendance.
- Attend all Middle Management meetings such as Learning Managers and Progress Managers to ensure the behaviour/attendance prospective is shared.

To address these barriers by:

- Interviewing students and parents to ensure the support required is identified.
- Counselling individuals regarding issues of behaviour and attendance creating barriers to learning.
- Consulting with parents, teachers, and other school personnel to determine causes of problems such as truancy and misbehaviour, and to direct route of care.
- Developing individualised educational plans in collaboration with teachers and other staff members.
- Maintaining student records, including special education reports, confidential records, records of services provided, and behavioural data.
- Designing and delivering classes and programmes to meet the needs of individual students.
- Designing and delivering classes and programmes to meet the needs of small groups of students, particularly aimed at addressing underachievement in the 5 A*- C vulnerable cohort.
- Line manage the behaviour/attendance support network – directing and evaluation care and carrying out self-evaluation of the service, action planning and financial planning in line with the whole school development plan.
- Collecting and analysing data to evaluate the effectiveness of academic programmes and other services and directing this information where needed.
- Compiling and interpreting students' data through Assessment Manager, along with information from teachers and parents, in order to diagnose problems and assess the effectiveness of the service offered.
- Providing crisis intervention to students when difficult situations occur.
- Aiding the reintegration of students into mainstream provision.

WREXHAM COUNTY BOROUGH COUNCIL
PERSON SPECIFICATION

Inclusion Manager	Essential	Desirable	Measured
Qualifications			
Qualification in a relevant discipline (Social work, counselling) or at least 5 years' experience of working in a related field	3		F/C
Evidence of continuous professional development	3		F/I
Degree or evidence of further learning		3	F/C
Specialist Knowledge and Experience			
Knowledge of the legal basis of child protection within schools	3		F/I/R
Knowledge of school based support programmes available within and outside schools for behaviour and attendance	3		F/I/R
Experience of delivering whole school INSET		3	F/I/R
Experience of involving students and families in school based services	3		F/I/R
Experience of delivering to small groups on a formalised basis		3	F/I/R
Experience of delivering to large groups on a formalised basis		3	F/I/R
Experience of supporting positive behaviour and attendance of young people to improve academic success on a one-to-one basis	3		F/I/R
Experience of supporting positive behaviour and attendance to improve academic success on a whole school basis		3	F/I/R
Evidence of use of methodology to improve positive behaviour and attendance on an individual level	3		F/I/R
Evidence of use of methodology to improve positive behaviour and attendance on a whole school basis		3	F/I/R
Experience of using school data to identify behaviour and attendance patterns and need	3		F/I/R
Experience of managing whole school data initiatives for positive behaviour and attendance		3	F/I/R
Experience of using the data available within school to maximise attainment through positive behaviour and attendance		3	F/I/R
Evidence of carrying out whole school initiatives for positive behaviour and attendance	3		F/I/R
Experience of student record keeping	3		F/I/R
Experience of working within a team, preferably school based, to promote positive behaviour and attendance		3	F/I/R
Experience of counselling young people in a formal, evaluated environment for positive behaviour and attendance.		3	F/I/R
Experience of working with external agencies associated with school provision for positive behaviour and attendance		3	F/I/R
Experience of using a self-evaluation system to evaluate and improve service quality, including the setting and monitoring of performance indicators and targets and ability to challenge and intervene falls short of expected standards		3	F/I/R
Skills and Abilities			
Ability to project manage the planning, delivery and evaluation of activities and services to promote positive behaviour and attendance	3		F/I/R
Ability to demonstrate commitment to partnership working	3		F/I/R
Ability to demonstrate commitment to school improvement	3		F/I/R

PERSON SPECIFICATION

Inclusion Manager	Essential	Desirable	Measured
Ability to communicate with students to identify issues, analyse need and diffuse situations and aid early resolution for positive behaviour and attendance	3		F/I/R
Ability to create formalised documentation and evaluate use for positive behaviour and attendance		3	F/I/R
Ability to lead, motivate and participate in a variety of settings as appropriate to aid positive behaviour and attendance	3		F/I/R
Ability to be involved in and lead PSP's	3		F/I/R
Ability to identify barriers to positive behaviour and attendance and intervene appropriately	3		F/I/R
Ability to provide crisis intervention for behaviour and attendance	3		F/I/R
Ability to aid the reintegration of students into main stream provision	3		F/I/R
ICT skills (word, email & internet) & ability to develop spreadsheets & databases	3		F/I/R
Ability to interact with whole school data collection software such as Assessment Manager		3	F/I/R
Ability to meet deadlines and ensure others working in partnership do also for positive behaviour and attendance	3		F/I/R
Personal Qualities			
Self-motivated and capacity to work unsupervised	3		F/I/R
Strong commitment to school ethos, student care and equal opportunities	3		F/I/R
Calm and controlled, emotionally intelligent	3		F/I/R
Language			
Empathy with the Welsh language and culture	3		F/I/R
Ability to speak Welsh		3	I
Personal Circumstances			
Must be able to attend INSET days, meetings, parents evening and progress evenings outside the normal school day	3		I
Physical and Sensory			
Ability to drive	3		F/I/C
Equality			
Show an appreciation of the School's Equal Opportunities Policy	3		F/I

This post is subject to Criminal Records Bureau check, medical check and other pre-employment checks

How Assessed: F = Application Form

I = Interview

C = Certificates

R = References