**[http://www.westnorfolkacademiestrust.co.uk/images/WNAT%20logo2.jpg](http://www.google.co.uk/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0CAcQjRxqFQoTCIvzgNHJ-8gCFQFTGgod_fMEPg&url=http://www.westnorfolkacademiestrust.co.uk/schoolpolicies.html&psig=AFQjCNGv0XeLZlIaf3ZMRvHfV5vI2kZasQ&ust=1446891639482155)JOB DESCRIPTION**

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| **School** | **Springwood High School, part of West Norfolk Academies Trust** | |
| **Job Title** | **Inclusion Officer** | |
| **Grade** | **Scale E, point 7 – 11, £10.41 - £11.27/hour (£20,092 - £21,748/year FTE based on a 37 hour week) Please note that salary will be pro-rata** | |
| **Hours/weeks** | **37 hours per week, 38 weeks per year (term time only)** | |
| **Responsible to** | **Headteacher**  **Deputy Headteacher’s**  **Behaviour Manager** | |
| **Working With** | **Assistant Headteacher’s**  **Heads of Year**  **Behaviour Manager**  **Safeguarding Team** | **Attendance**  **F10 Unit**  **SENCO** |

**Purpose of the Job**

Springwood High School are seeking to appoint an inclusion officer to join our pastoral team. This is a new post working with and supporting students and their families to overcome barriers to learning and to help them reach their potential. In addition, the postholder will facilitate the efficient and effective operation of the school’s inclusion facility. We are looking for someone with a professional, firm, and fair approach with the knowledge and experience to help make positive changes to student’s outcomes.

**Responsibilities**

* Supervise the school’s Inclusion room;
* Set clear guidelines and expectations for behaviour of students in the Inclusion Room;
* Create a supportive and purposeful environment with clear boundaries for isolated students;
* Monitor the work completed by isolated students in the Inclusion Room;
* Develop creative programmes of support, intervention and workshops to address key behavioural issues and evaluate their impact;
* Work directly with Springwood’s Behaviour Manager in supporting students at risk of fixed term and permanent exclusion;
* Work as part of the wider pastoral support team to help students understand and manage their behaviour – Safeguarding/SENCO/PP Manager;
* Be a key player in ensuring the safety of every student within Springwood High School;
* Have the ability and desire to enable young people to make progress and to achieve;
* Be aware and comply with all policies of Springwood High School;
* Be committed to one’s own professional development;
* Champion the correct wearing of school uniform;
* Be a contributor to the continuous development of and compliance with the behaviour policy and behaviour protocols;
* Report to senior management, on a half termly basis, a summary of the progress of students, interventions taken and their impact;
* Support the Behaviour Manager in the analysis of key statistical data with regards to behaviour and achievement and look at strategies to enhance achievement;
* Assist in reviewing and monitoring support plans with students, parents/carers;
* Recognise and celebrate success stories of behavioural change and achievement;

**Performance Indicators**

* Exclusions below the national average
* Repeated attendance in isolation is reduced
* Pastoral data shared half termly – Lateness, C5 Detentions, Isolation with planned actions to reduce
* Uniform rules adhered to

**Job context and flexibility**

The duties and responsibilities listed in this job description provide a summary of the main aspects of the role. This is not an exhaustive list and the post holder may be required to carry out other tasks, as deemed appropriate to the grade and nature of the post.

This job description is current at the date indicated below but, in consultation with the post holder, it may be changed by the Headteacher to reflect or anticipate changes in the post commensurate with the grade or job title.

Due to the routine of the school, the workload may not be evenly spread throughout the year. Flexibility of hours, and a flexible attitude and willingness to assist others in the team, when required is necessary.

The post holder will have a shared responsibility for the safeguarding of all children and young people. The post holder has an implicit duty to promote the welfare of all children and young people.

The Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment. All staff will be subject to an enhanced DBS (Disclosure and Barring Service) check.

Where the post holder has a budgetary responsibility, it is a requirement of the role to work within the Academy’s financial regulations.

**PERSON SPECIFICATION**

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| **Qualifications** | **Essential** | **Desirable** | **How assessed** |
| Educated to a good level – professional qualification/degree or equivalent | **🗸** |  | Appl/Int |
| Level 2 Maths and English qualification | **🗸** |  |
| Counselling |  | **🗸** |

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| **Experience** | **Essential** | **Desirable** | **How assessed** |
| Frontline working with young people aged 11-18 | **🗸** |  | Appl/Int/Ref |
| Working with a range of young people from different social and ethnic backgrounds | **🗸** |  |
| Working with parents / general public / community groups | **🗸** |  |
| Team Leadership, guidance and coaching | **🗸** |  |
| Educational setting experience of knowledge |  | **🗸** |
| Understand the role of a teacher |  | **🗸** |

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| **Skills, Attributes and Knowledge** | **Essential** | **Desirable** | **How assessed** |
| Child Protection and Safeguarding | **🗸** |  | Appl/Int/Ref |
| Special Educational Needs (SEN) | **🗸** |  |
| E-Safety | **🗸** |  |
| The importance of confidentiality | **🗸** |  |
| Numerate and literate with excellent written skills | **🗸** |  |
| Communications skills – the ability to communicate at all levels | **🗸** |  |
| The ability to develop and build positive professional relationships with internal and external parties | **🗸** |  |
| Ability to analyse and interpret data | **🗸** |  |
| Be able to set firm boundaries and targets for improvement | **🗸** |  |
| Be able to make key decisions and communicate these | **🗸** |  |
| The ability to give feedback – both positive and negative feedback | **🗸** |  |
| Flexible and be able to quickly respond and adapt to new situations | **🗸** |  |
| The ability to be able to motivate disengaged students | **🗸** |  |
| Persuasion and negotiation skills | **🗸** |  |
| Ability to work under pressure | **🗸** |  |
| ICT proficient on word, excel and power point |  | **🗸** |

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| **Personal qualities** | **Essential** | **Desirable** | **How assessed** |
| Resilience | **🗸** |  |  |
| Strategic thinking | **🗸** |  |
| Good listening skills | **🗸** |  |
| The ability to work independently and as part of a team | **🗸** |  |
| Be solution focused with the ability to see a situation from start to conclusion | **🗸** |  |
| Have a level of sensitivity to the challenges within the local community | **🗸** |  |
| Sensitive to those who have clear barriers to learning | **🗸** |  |
| Ability to work with and adjust style and approach when working with students / parents | **🗸** |  |
| Organised and logical thinker and worker | **🗸** |  |
| Self-starter and self-manager | **🗸** |  |
| Firm but fair attitude to all decision making | **🗸** |  |

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| Appl = Application form | Int = Interview | Ref = Reference |