

# Job Description

**POST:** Inclusion Learning Support and Positive Behaviour Officer

**RESPONSIBLE TO:** Assistant Headteacher Inclusion and Operations and Facilities Manager

**SALARY:** Grade 5 SCP 6- 9. £23893 to £25119

**LOCATION:** The Wilnecote School

**WORKING PATTERN:** 37 hours per week Term Time Only

**DISCLOSURE LEVEL:** Enhanced DBS

**KEY RELATIONSHIPS:** Assistant Headteacher Inclusion, Operation and Facilities Manager, Pastoral and Inclusion teams.

**RESPONSIBLE FOR:** Effective and efficient running of the Internal Exclusion Room

## Main Purpose

- To be responsible for the co-ordination of the Internal Exclusion Room and service provided. Collecting and ensuring work is set and completed
- To develop procedures and processes to enhance the delivery of the provision to meet the needs of the school in liaison with the Assistant Headteacher Inclusion
- To work with students in managing their behaviour and improving learning skills to enable them to access education and achieve their full potential
- To complement the professional work of teachers by taking responsibility for learning activities
- To provide analysis of key data for Senior Leadership Team relating to the internal exclusion sanction and its effectiveness within the behaviour and inclusion systems

## Main Duties and responsibilities:

- To coordinate the use of the Internal Exclusion Room as an integral part of the behaviour and inclusion systems within the school
- To liaise with the Inclusion and Pastoral Teams.
- To liaise with parents/ carers to ensure an understanding of the significance of any incident resulting in the sanction of an Internal Exclusion and its place within the Behaviour Management system.
- To initiate activities within the Internal Exclusion Room which ensure students have a sound understanding of their actions and the consequences of their actions
- To provide one period per day of inclusion support to build relationships with targeted students
- To use restorative practices to restore relations where there has been conflict
- To prepare students to learn their mistakes and accept responsibility for their choices.
- To provide feedback to stakeholders on students conduct and work ethic
- To assess the needs of students and use detailed knowledge and specialist skills to support and develop their behaviour for learning
- To work within the school's behaviour policy to anticipate and manage behaviour constructively, promoting self-control and independence
- To provide information and advice to enable students to make choices about their own learning, behaviour and, if applicable, their attendance.

- To work with colleagues to establish an appropriate learning environment in the Internal Exclusion Room to deliver the National Curriculum
- To challenge and motivate students, and promote and reinforce self-esteem
- As part of the inclusion team, be on call to support students who are unable to engage in the lesson, working one to one with them and supporting their return to class as appropriate
- Within an agreed system of supervision, deliver learning activities to individuals and small groups, adjusting them according to learner's responses/needs
- To collect and register pupils
- To arrange for resources, worksheets, etc necessary to lead learning activities, taking account of students' interests and language and cultural background
- To use ICT facilities effectively to support learning activities and develop students' competence and independence in its use
- To attend relevant meetings and undertake and provide in-service training as required
- Collect resources and work that can be used to ensure learning is not lost within the Internal Exclusion Room.

### Support for the School

- Attend regular team meetings with inclusion staff
- 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 and support difference and ensure all students have equal access to opportunities to learn and develop
- Contribute to the overall ethos/work/aims of the academy
- Appreciate and support the role of other professionals
- Attend relevant meetings as required
- Participate in training and other learning activities and performance development as required
- Assist with the supervision of students out of lesson times, including before and after academy times and at lunchtimes
- Accompany teaching staff and students on visits, trips and out of academy activities as required
- Assist with exam invigilation when necessary

### Support for Students

- Take a key role in coordinating and delivering pastoral support to students
- Support the supervision of students excluded from, or otherwise not working to, a normal timetable
- Attend to students' personal needs and provide advice to assist in their social, health & hygiene development
- Undertake comprehensive assessments of students to determine those in need of particular help
- Assist the teacher with the development and implementation of Individual Education/Behaviour/Support/Mentoring plans
- Provide support for students with special needs
- Establish productive working relationships with students, acting as a role model
- Provide information and advice to enable students to make choices about their own learning/behaviour/attendance
- Challenge and motivate students, promote and reinforce self-esteem
- Provide feedback to students in relation to progress, achievement, behaviour, attendance etc.
- Coordinate liaison with feeder schools and other relevant bodies to gather student information
- Support students' access to learning using appropriate strategies, resources etc.

## Support for the Teacher

- Work with other staff in planning, evaluating and adjusting learning activities as appropriate
- Monitor and evaluate students' responses and progress against action plans through observation and planned recording
- Provide objective and accurate feedback and reports as required, to other staff on students achievement, progress and other matters, ensuring the availability of appropriate evidence
- Manage record keeping systems and processes
- Take key role in the development and implementation of appropriate behaviour management strategies
- Establish constructive relationships with parents/carers, exchanging information, facilitating their support for their child's attendance, access and learning and supporting home to academy and community links
- Contribute in the development, implementation and monitoring of systems relating to attendance and integration e.g. registration, truancy, pastoral systems etc.
- Administrative support e.g. dealing with correspondence, compilation/ analysis/reporting on attendance, exclusions etc., making phone calls etc.
- Effectively deploy the Behaviour, Attendance and Rewards policies and actively review these policies
- Assist with the review, monitoring and evaluation of the Behaviour, Attendance and Rewards policies

## Support for the Curriculum

- Implement agreed learning activities/teaching programmes, adjusting activities according to student responses/needs
- Display the ability to manage the most challenging and disengaged students
- Demonstrate a passion for learning and the education of young people
- Actively seek information regarding, and utilise, the range of activities, courses, organisations and individuals to provide support for students to broaden and enrich their learning
- Determine the need for, prepare and use specialist equipment, plans and resources to support students

## People Management

- To comply and engage with people management policies and processes.
- Contribute to the overall ethos/work/aims of the school.
- Establish constructive relationships and communicate with other agencies/professionals.
- Attend and participate in regular meetings.
- Participate in training and other learning activities and performance development as required.
- Recognise own strengths, areas of expertise and use these to advise and support others.

## Equalities

- Ensure that all work is completed with a commitment to equality and anti-discriminatory practice, as a minimum to standards required by legislation.

## Health and Safety

- Ensure a work environment that protects people's health and safety and that promotes welfare and which is in accordance with the County Council's Health and Safety policy.

## Safeguarding Children

CAT is committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate checks, including enhanced DBS checks.

The above responsibilities are subject to the general duties and responsibilities contained in the Statement of Conditions of Employment. The duties of this post may vary from time to time without changing the general character of the post or level of responsibility entailed.

The person undertaking this role is expected to work within the policies, ethos and aims of the Trust and to carry out such other duties as may reasonably be assigned by the Head of Human Resources. The post holder will be expected to have an agreed flexible working pattern to ensure that all relevant functions are fulfilled through direct dialogue with employees, contractors and community members.

### English Duty -

This role is covered under part 7 of the Immigration Act 2016 and therefore the ability to speak fluent spoken English is an essential requirement for this role.

## Person Specification

### Our Values and Vision

These are our values. They can be thought of as our 'non-negotiables' - beliefs, expectations and standards that underpin how we work with the young people in our care, and the community we serve. We believe that if we work in the context of these values, students will achieve more than they ever thought possible. They are also values that have evolved following a sustained period of success for our school.

### Our Young People

We value three main types of achievement for our young people, and the vision for our school is that we ensure our students are empowered to achieve to a consistently outstanding level.

**Achievement - Academic:** We believe all young people have the potential to achieve great things. Intelligence can be developed regardless of emotional and social background, given appropriate teaching and bespoke, individualised support.

Young people should be encouraged to develop autonomy and meta-cognitive control ('knowing what to do when they don't know what to do') in their learning and to gain inspiration from learning. They should be equipped with a crucial sense of possibility based on a well-developed self-awareness and ambition - ambition not only for themselves but for the communities in which they live and work.

**Achievement - 'letting your light shine':** All young people achieve things they can be proud of every day in addition to academic success and outside our school's planned curriculum. We have a vital role in ensuring individuals develop their own talents and interests and have a responsibility to instil in them a sense of pride in who they are and what they achieve. We must recognise and celebrate these achievements.

**Achievement - relationships (Starfish Principle):** Excellent relationships for learning are a prerequisite for all other achievements. Relationships that result in mutual respect between young people and all other members of our school community will ensure learning can be fun in a disciplined and caring environment where the highest expectations are the norm.

### Our Staff

Our Values extend to how we challenge, support and work with each other. All staff (support and teaching) play a crucial role in the education of young people. We all understand how our work has a

direct influence on the life chances of the young people in our care. In the same way that we all have a duty of care to them, we have a duty of care to each other and have regard for each other's professional and personal wellbeing.

All members of the staff community see themselves as learners. They are empowered to make decisions, be creative and to lead. Mutual respect pervades all relationships, working together to enhance professional learning and practice and collaboration; collegiality and a sense of team identifies how all staff work together. All staff have clarity and certainty about the direction our school is taking and be working on only a few initiatives at any one time with a sense of how their work is contributing to that vision. Staff co-operate with each other and are not in competition with each other - they are part of a team that ensures our schools are among the best in the country.

	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> <li>▪ Level 3 qualification or equivalent experience</li> </ul>	<ul style="list-style-type: none"> <li>▪ Level 4 qualification or equivalent or experience</li> </ul>
Experience, Skills and knowledge	<ul style="list-style-type: none"> <li>▪ Working in a relevant discipline in a learning environment</li> <li>▪ Working with children of relevant age</li> <li>▪ Working with students with additional needs particularly social, emotional and behavioural difficulties.</li> <li>▪ Working with teenagers and adults in difficult circumstances</li> <li>▪ Communication skills - written and verbal and can develop and maintain professional relationships.</li> <li>▪ Relate well to children and adults</li> <li>▪ Competent user of MS Office applications</li> <li>▪ Plan effective actions for students at risk of underachieving.</li> <li>▪ Self-evaluate learning needs and actively seek learning opportunities.</li> <li>▪ Work constructively as part of a team, understanding academy roles and responsibilities and your own position within these</li> <li>▪ Understanding of principles of child development and learning processes and in particular, barriers to learning</li> <li>▪ Understand range of support services/providers</li> <li>▪ Full working knowledge of relevant policies/codes of practice /legislation</li> <li>▪ Knowledge of relevant policies/codes of practice &amp; awareness of relevant legislation.</li> <li>▪ Identify own training &amp; development needs &amp; cooperate with means to address these.</li> </ul>	

<b>Personal Qualities</b>	<ul style="list-style-type: none"> <li>▪ Open, honest and an active listener</li> <li>▪ Committed to the needs of the students, parents and other stakeholders and challenge barriers and blocks to providing an effective service.</li> <li>▪ Develop good relationships with others by behaving with integrity, treating people with respect and leading by example.</li> <li>▪ Reliable, approachable and non-judgemental</li> <li>▪ Encourage positive traits / behaviours</li> <li>▪ Challenge negative behaviours and assumptions.</li> <li>▪ Active supporter of students, parents, carers and staff.</li> <li>▪ Handle sensitive information and maintain confidentiality.</li> <li>▪ Work with individuals and small groups of students.</li> <li>▪ Committed to the continuous development of self and other by keeping up to date and sharing knowledge, encouraging new ideas, seeking new opportunities and challenges, open to ideas and developing new skills.</li> </ul>	
<b>Other</b>	<ul style="list-style-type: none"> <li>▪ Commitment to safeguarding and promoting the welfare of children and young people.</li> <li>▪ Willingness to undergo appropriate checks, including enhanced DBS Checks</li> <li>▪ Motivation to work with children and young people .</li> <li>▪ Ability to form and maintain appropriate relationships and personal boundaries with children and young people</li> </ul>	