

Job Description

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| Job Title | RESET (Inclusion) Manager |
| Grade/Salary | Grade 7, Scale Range 18 – 23 |
| Reporting To | Assistant Headteacher (Behaviour) |

Job Purpose

- To co-ordinate and manage the behaviour Inclusion Resource Base as part of the behaviour for learning strategy;
- To manage the development of this provision to meet the wide range of needs of a diverse group of pupils;
- To champion the issues related to behaviour and lead effective practice;
- To promote strategies designed to reduce the number of fixed and permanent exclusions and ensure pupil entitlement to an appropriate curriculum is met;
- To coordinate the internal Inclusion provision, liaising with other pastoral staff on pupil progress, allocation of pupil work and recording any other interventions;
- Keep accurate records of pupils attending the provision ensuring the Behaviour and Relationships Policy, is being adhered to, appropriate strategies have been explored and all reasonable adjustments are being made;
- Build positive relationships with repeat visitors and mentor them closely in order to improve their behaviour.

Key Responsibilities and Accountabilities

The post holder will:

- Undertake the day to day management of the internal Inclusion resource. Monitoring pupil progress and arranging and supporting appropriate work to pupils. This includes making available any required learning resources;
- Deploy, model and evaluate effective practice and quality assure the work of the Inclusion provision and other intervention programmes;
- Work closely with the pastoral team in particular the Assistant Head (Behaviour) and SLOs to ensure the Behaviour and Relationships Policy is being implemented accurately, effectively and reasonable adjustments are being made;
- Liaise closely with SENDCo and Assistant SENDCo to ensure that appropriate strategies are in place for pupils with additional needs;
- Access, maintain and update a range of pupil and academy records to facilitate assessment of pupil's progress;
- Regularly update pastoral staff on the progress of pupils who have attended the provision and plan targeted intervention strategies to meet individual pupil needs;
- Liaise with external partners as appropriate and participate in pupil reviews, as required;
- Ensure pupils are supervised in a safe, secure learning environment during designated periods of Inclusion, including supervising pupils during their allocated lunch period;

- Produce timely, data driven reports as requested by the pastoral leadership team;
- Quality assure the arrangements for tracking and monitoring pupil progress through a range of assessment and monitoring techniques designed to provide information for the compilation of reports, and to provide appropriate feedback to pupils, staff and parents/carers;
- Be required to continue personal professional development as required;
- Attend staff and other meetings and participate in staff training and development events as required;
- Actively engage in the performance review process;
- All support staff may be used to perform appropriate duties as and when required by the academy, commensurate with the salary grade of that post if it is higher than the employee's current salary;
- Work in the best interests of the school, pupils, parents and staff;
- Adhere to Trust policies and procedures with particular reference to Child Protection, Equal Opportunities, Teaching and Learning and Health and Safety.

The duties and responsibilities highlighted in this Job Specification are indicative and may vary over time. Post holders are expected to undertake other duties and responsibilities relevant to the nature, level and scope of the post and the grade has been established on this basis.

Person Specification

| No. | Categories | Essential or Desirable | App Form | Interview or Task |
|--|--|------------------------|----------|-------------------|
| Qualifications | | | | |
| 1. | Good levels of literacy, numeracy and ICT skills (e.g. minimum of grade C (4 and above) at GCSE or equivalent) in both English Language and Mathematics; | E | ✓ | |
| Experience | | | | |
| 2. | Experience of working in an educational environment or equivalent environment with young people; | E | ✓ | |
| 3. | Experiences of successfully working with identified pupils, or groups of pupils; | E | ✓ | ✓ |
| 4. | Experience of monitoring and recording progress of learners; | E | ✓ | ✓ |
| 5. | Experience of forging community/voluntary/parent and partner agency links; | E | ✓ | ✓ |
| 6. | Leadership of a community project/area of school development; | D | ✓ | ✓ |
| 7. | Experience of working with young people with SEND; | D | ✓ | ✓ |
| Abilities, Skills and Knowledge | | | | |
| 8. | The principles and practices of operational planning and delivery; | E | ✓ | ✓ |
| 9. | Approaches to working with pupils, parents, the local community and multi-agency partners; | E | ✓ | ✓ |
| 10. | Strategies for ensuring equal opportunities for pupils, staff and other stakeholders; | E | ✓ | ✓ |
| 11. | Ability to develop consultation methods; | E | ✓ | ✓ |
| 12. | Understanding of Safeguarding and Child Protection issues; | D | ✓ | ✓ |
| 13. | Knowledge of the needs of SEN pupils in academic surroundings; | D | ✓ | ✓ |
| 14. | Ability to communicate effectively, negotiate and network through highly developed inter-personal written, verbal and presentation skills; | E | ✓ | ✓ |
| 15. | Work as an effective team member and apply given instructions; | E | | |
| 16. | Ability to manage a team; | E | ✓ | ✓ |
| 17. | Prioritise and direct the workload of self and others, balancing long and short-term priorities; | E | ✓ | ✓ |
| 18. | Set high standards and provide a role model for pupils and staff; | E | ✓ | ✓ |
| 19. | Well-developed analytical, planning and organisational skills; | E | ✓ | ✓ |
| 20. | Be organised and demonstrate a willingness to take the initiative; | E | ✓ | ✓ |
| 21. | Identify and develop creative solutions to solve problems; | E | ✓ | ✓ |
| 22. | Seek support and advice when necessary; | E | ✓ | ✓ |

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| 23. | Deal with pupil's personal; and other crises; | E | ✓ | ✓ |
| 24. | Willingness to develop own understanding and capability through advice and training; | D | ✓ | ✓ |
| 25. | Think clearly in emergency situations; | D | ✓ | ✓ |
| Personal Qualities | | | | |
| 26. | Enjoyment in working with young people and families; | E | ✓ | ✓ |
| 27. | An excellent record of attendance and punctuality; | E | ✓ | ✓ |
| 28. | Prioritise and manage own time effectively; | E | ✓ | ✓ |
| 29. | Commitment to inclusive education; | E | ✓ | ✓ |
| 30. | Commitment to learning; | E | ✓ | ✓ |
| 31. | Reliability, integrity and stamina; | D | ✓ | ✓ |
| 32. | Respect confidentiality; | D | ✓ | ✓ |
| 33. | Perspective and resilience; | D | ✓ | ✓ |
| 34. | Empathy in relation to the needs of the school and the local community. | D | ✓ | ✓ |