

**Post Title: Inclusive Provision Manager**

**Responsible to: Assistant Principal Inclusion and SENCO**

**Hours of work: 37 hours per week (52 weeks)**

**Salary: TSAT Grade F**

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. **Any offer of employment for this post will be subject to a satisfactory Enhanced DBS Disclosure.**

**Accountability**

* To lead the promotion, direction and oversight of high standards of pupil progress and behaviour through effective group and individual support within the context of the Inclusive Provision for Key Stage 3.
* To lead the promotion, direction and oversight of high standards of pupil progress and behaviour through effective group and individual support within the context of the Inclusive Provision for Key Stage 4.
* To lead and manage the Internal Exclusion provision and staff attached to it, defining a clear process for students to engage with their curriculum and reflective practices around their behaviour.
* Responsible for evaluating strategies utilised within the Inclusive Provision and that those which are effective are fed into the main school ethos to support student progress when accessing the main site.
* Responsible for other staff when working directly in the Inclusive Provision or external agency staff when using the Inclusive Provision.

**Note:** In the context of this Job Description, pupils with special educational needs are deemed to include:

* Pupils on the Academy’s Special Educational Needs Register;
* Pupils with identified specific learning difficulties; this could include behavioural and emotional.
* Pupils who the Principal considers have previously received, for any reason, an inadequate or compromised education.

**Key Responsibilities**

**Strategic direction and development:**

* Support the vision, ethos and policies of the academy which secure effective and successful learning and promote high levels of achievement and self-esteem for all pupils irrespective of background, ethnicity or disability;
* Develop and manage a referral system for the inclusive provision, ensuring that interventions are timely and managed effectively.
* Work closely with pupils and their families to ensure that any provision addresses appropriate need. This includes ensuring that the Ordinarily Available Provision is fully utilised.
* Lead and manage the Inclusive Provision, evaluate the effectiveness of it and analyse its impact on pupils who have accessed it. This will include leading the curriculum within the provision, ensuring pupils have access to a broad and balanced curriculum which is suitable for their needs.
* Investigate and develop a KS4 curriculum pathway which may include access to L1 and L2 courses as appropriate.
* Ensure the effective and proficient use of pupil data using the academy’s assessment policy to raise achievement
* Raise standards of individual pupil achievement and ensure that good attainment is maintained by providing a model appropriate behaviour and social skills
* Ensure that parents are well informed about the curriculum, targets, individual pupils' progress and achievement;
* Develop and maintain good relationships with parents, outside agencies and the local community.

**Recording and assessment**

* Set targets for raising achievement among pupils accessing the provision
* Collect and interpret specialist assessment data; including behaviour
* Set up systems for identifying, assessing and reviewing the needs of children accessing the provision
* Ensure Pupil Passports are created and kept up-to-date in order for teaching and support staff in the academy can access this and adhere to recommendations
* Create Pastoral Support Plans for individuals and ensure that staff working closely with individuals are informed of any changes to provision through this
* Update the Principal/SENCo and governing body on the effectiveness of provision for pupils - using ImpactEd, student and parent voice at timely intervals
* Develop understanding of learning needs and the importance of raising achievement among pupils
* Attend appropriate meetings and keep parents informed about their child's progress.

**Leadership**

* Lead and manage the Inclusive provision and key members staff.
* Provide and undertake training opportunities for a range of staff at the Academy.
* Disseminate good practice in assertive discipline across the Academy;

**Standards and quality assurance**

* Support the aims and ethos of the Academy;
* Set a good example in terms of dress, punctuality and attendance;
* Attend and participate in school events;
* Uphold the school's behaviour code of conduct and uniform regulations;
* Participate in staff training;
* Attend team and staff meetings;
* Develop links with governors, Local Authorities and partners schools and Academies including the Thinking Schools Academy Trust.

**Maintenance of Professional Standards:**

* Keep yourself fully appraised and aware of educational and other appropriate developments whether national or local, and assess their impact on the Academy and the Team for which you are responsible;
* Ensure the highest standards of professional conduct and confidentiality at all times
* Ensure the development and maintenance of a team culture that enables the Turnaround Centre to work effectively.

**Staff Development:**

* To assess development and training needs and discuss with line manager.
* To set your own targets before any development activity and review and evaluate the activity after completion, cascading information to the appropriate team when relevant.
* To keep personal records of all staff development activities in which you are/have been involved.

To carry out as requested from time to time any other relevant duties as may be reasonably required by the Principal.

**Community:**

* Maintain confidentiality inside and outside the workplace
* Understand and apply Academy policies
* Support Academy ethos and vision in the wider community

**Other :**

* To adhere to Academy dress code presenting a professional image to students, parents/carers, governors and the wider community

**PERSONAL SPECIFICATION**

* 5 GCSEs including English and Maths at grades A - C or equivalent.
* Good standard of education, willingness to undertake professional development training.
* Knowledge of SIMS software desirable but not essential.
* Experience of working in an educational environment.
* Good interpersonal skills.
* Good organisational and time management skills and ability to implement efficient and good practices.
* Ability to work collaboratively and to lead others effectively.
* Ability to hold others to account effectively, using support and challenge.
* Ability to work independently within set boundaries.
* Ability to cope with conflicting demands, deadlines and interruptions and to work to tight deadlines in a methodical manner.
* Empathy with children.
* Ability to adapt to challenging situations and people and respond appropriately using negotiation and influencing skills to achieve objectives.
* Confidence and ability to deal with difficult situations calmly, firmly and with sensitivity.
* Ability to work as part of a team and openly and collaboratively with multi-agency colleagues, while applying the principles of confidentiality.
* Effective analytical skills and problem solving.
* Arrive, tenacity, and an ability to maintain focus, objectivity and sound judgment under complex conditions to achieve desired outcomes.
* Tact and diplomacy in all interpersonal relationships with external contacts and colleagues at work to establish and maintain positive relationships, which generate confidence and respect.
* Personal commitment to excellence in service delivery.
* Flexibility to adapt to changing workload demands and new organisational challenges.
* Desire to pursue own personal development and take full advantage of training provided.
* Self-motivation and personal drive to complete tasks to required timescales and quality standards.
* Ability to be creative in developing on going incentives and strategies to improve attendance and continually raise the importance of good attendance. Ability to ‘think out of the box’.
* Ongoing commitment to inclusive education practices and equality of opportunity.
* Personal commitment to ensure services are equally accessible and appropriate to the diverse needs of service users.

**ORGANISATION**

The post holder will have line management responsibility.

The post holder will have regular contact with pupils, parents/carers, relatives, all school staff, Governors, Local Authority and Trust staff and other schools.

This job description sets out the main duties of the post. Other duties may be assigned by the Principal, or the Academy Trust, without changing the general character of the post or level of responsibility. Roles and responsibilities may change as the Academy develops.

These responsibilities will be discussed annually as part of annual performance review and are subject to change.