



**Longbenton
High School**

Job Description	
Job Title	Inclusion Manager
Salary	Grade 9 (Point 28-32) £32,155 - £35,812 (actual)
Contract	Full time; permanent, TTO
Responsible to	AP Lead - Associate Assistant Headteacher
Date of job description	Feb 2025
Start date	Easter 2025

Overall purpose: *The Inclusion Manager, with the support of key post holders within the Inclusion Team, takes responsibility for the day-to-day running of the Internal Suspension space within The AP.*

Primary purpose of the role

The key purpose of this role is to:

- Championing inclusion throughout the school community, promoting understanding and respect for diversity, and advocating for the needs of all students, particularly those with SEMH needs..
- Managing and deploying available resources, daily timetables and leading the day to day line management of staff working in the team.
- Coordinating and monitoring the effective delivery of education within the FDR (name to be confirmed).
- Oversee the operation of the specialist classrooms for pupils who are internally suspended.
- Deal with problems arising from the day-to-day academic, behaviour and welfare issues of students with SEMH.
- To liaise with parents, school counsellors and other staff and agencies as appropriate to provide students with necessary support and guidance.
- To provide education and guidance in the area of SEMH and challenging behaviour.
- To liaise closely with staff and parents to ensure that all students who need additional support in exams are assessed for their current needs and that this evidence is well documented and sent through to the exams' team so that access arrangements can be requested and applied in time for the students' exams each year (internal trial exams and external exams).
- To use resources effectively to bring about improved standards of engagement and achievement for all learners.
- Create and develop Pupil Passports and timetables for pupils to access high quality learning within the space.
- Plan, design, adapt and deliver an innovative curriculum focussed on the complex needs of learners.
- Liaise with other colleagues to plan and prepare for learners to successfully reintegrate into other

subjects/teaching.

- Develop key relationships with Inclusion Team staff.
- Leading on external agency support including EHAs and TAFs.

Teaching and Learning

- Overseeing the allocation and utilization of resources to support inclusion, including assistive technology and specialized materials.
- Facilitate the learning needs of pupils and teach students according to their educational needs, including the setting and marking of work.
- To take an active role in encouraging good attendance of pupils.
- Alongside Inclusion Team leaders, to have pastoral and lead professional responsibility for a group of pupils, planning for positive outcomes, linked to their EHCP or SEND targets.
- Ensure effective systems of communication, including feedback about children's learning to inform future planning, liaising with staff, parents and outside agencies.
- To work with colleagues to develop and implement students' personal learning plans.
- To assess, record and report on the attendance, progress, development and attainment of students and to keep such records as are required.
- Provide, or contribute to, assessments, reports and references relating to individual students and groups of students.

Culture and Pastoral

- Managing the caseload of students, coordinating support services, and monitoring their progress.
- Working closely with teachers, parents, support staff, and external agencies (e.g., therapists, psychologists) to provide comprehensive support for students with pastoral difficulties and SEMH needs.
- To liaise with the Inclusion Team including SLT, Year Leaders and other key staff to ensure the implementation of the school's behaviour expectations.
- To contribute to the preparation of Pupil Passport, PSPs, Small Steps Plans, progress files and other reports.
- To communicate as appropriate, with the parents of students and with persons or bodies outside the school concerned with the welfare of individual students.
- Maintaining open and effective communication with parents, providing regular updates on student progress and collaborating on strategies to support learning at home and school.
- To contribute to PSHE curriculum delivery.
- To apply the Behaviour / Culture for Learning policy so that effective learning can take place.
- Supporting students in their transitions between year groups, programs, and post-secondary pathways.

General responsibilities

- To act in accordance with the school's policies and procedures and overall vision for success.

- To have knowledge of the statutory requirements of the Local Authority and partners in Social Care and Health, to effectively implement the duties of the Children and Families Act 2014.
- To contribute to Education Health and Care network meetings, to ensure effective participation of children, young people, their families and professionals in individual SEN Support Plans and in Education, Health and Care Plans (EHCPs).
- To have the ability to manage very varied and complex situations, being able to support the school in complaints, mediation and tribunals.
- To act as a role model, to encourage and promote non-discriminatory behaviour and ensure equality and diversity is sustained within our school.
- Build & sustain professional standards, relationships & personal boundaries with young people.
- To ensure compliance with the General Data Protection Regulations and maintain confidentiality in your working practises each day.
- To adhere to the school's Safeguarding Policy and Procedures to ensure that the duty of care for all staff, including yourself to protect children and young people is maintained.
- To be aware of and comply with school policies and procedures, in particular those relating to conduct, child protection (as above), health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- To support the promotion of positive relationships with parents and outside agencies.
- To attend CPD/skill training and participate in personal/performance development as required, including appraisal (personal growth planning).
- To take care of your own and other people's wellbeing and health and safety in line with school policies and procedures.
- Commitment to contributing to school culture and community including extra curricular and enrichment provision.
- To support and attend school events such as Open Evening and Parents Evenings.
- Depending on the needs of the school, these may be altered from time to time in consultation with the Headteacher.

Person Specification			
Selection criteria	Essential	Desirable	How assessed
EDUCATION & TRAINING	<ul style="list-style-type: none"> → GCSE grade C or above or equivalent in Maths and English → ICT skills → Training in relevant learning strategies e.g. literacy. → Training in behaviour management and/or other relevant training related to family support and young people eg Thrive, PACE etc 	<ul style="list-style-type: none"> → Degree → Positive Handling/Deescalation/MAPPA Training. Being able to de-escalate tense situations and manage conflicts effectively → Training in SEND specific areas of need and/or other relevant training related to family support and young people 	<ul style="list-style-type: none"> → Application Form → Interview
EXPERIENCE	<ul style="list-style-type: none"> → Experience working with young people → Experience engaging with families and/or supporting parents/carers 	<ul style="list-style-type: none"> → Experience working in a secondary school environment → Evidence of multi-agency work 	<ul style="list-style-type: none"> → Application Form → Interview

	<ul style="list-style-type: none"> → Experience working in a secondary school environment (not a prerequisite; we are interested in staff from PRUs, middle and primary settings as well) 	<ul style="list-style-type: none"> and collaboration → Experience working in alternative settings → Safeguarding training/experience 	
SKILLS	<ul style="list-style-type: none"> → Ability to motivate and enthuse young people with SEND and SEMH needs → Ability to readily establish professional relationships and work as part of a team → Good organisational and interpersonal skills → Good written, verbal and ICT skills → Flexibility and adaptability in order to be able to work and communicate with adults, parents and other external agencies → An understanding of sound equal opportunities practise and a commitment to its implementation. → Adaptable approach to assessment methods and flexible approach to problem solving. → Ability to work systematically and be organised with attention to detail. 	<ul style="list-style-type: none"> → Knowledge and understanding of a secondary school environment → Basic counselling skills → Awareness of SEND → Experience of CPD delivery → Instructional coaching experience → The ability to adapt the core curriculum to make it accessible and engaging for students who may have struggled in mainstream setting → Liaising with special educational needs coordinators (SENCOs) and other professionals to support students with SEND. 	<ul style="list-style-type: none"> → Application Form → Interview
PERSONAL ATTRIBUTES	<ul style="list-style-type: none"> → Enthusiastic, ambitious and adaptable → Positive, can-do attitude → Ability to be a presence around the school → Ability to form and maintain appropriate relationships and behaviour with children → Emotional resilience in working with children with challenging behaviour → Excellent attendance and punctuality → Good command of English language → Aligned with our school ethos and values → Flexible approach to work. → Motivated to make a difference to the quality of education students receive. 	<ul style="list-style-type: none"> → A commitment to extracurricular activities → Ability to work without close supervision → Evidence of being able to build and sustain effective working relationships with staff, governors, parents and the wider community 	<ul style="list-style-type: none"> → Application Form → References → Interview
SPECIAL REQUIREMENTS	<ul style="list-style-type: none"> → Fully supported references → Suitability to work with children (DBS) 		