CANNOCK CHASE HIGH SCHOOL

ACHIEVEMENT FOR ALL

Job Description

Inclusion and Mentoring Manager

Location: Cannock Chase High School, Hednesford Road, Cannock WS11 1JT
Line Manager: Inclusion and Mentoring Manager
Job Grade: Grade 8
Hours of Work: 37 hours Term Time (39.2 weeks)

Statement of Purpose

Under the direction of senior staff, manage inclusion, support bases and inclusion officers with the primary purpose of supporting students to remain in mainstream and for some students (Progress Centre), support them in returning to a mainstream setting. To take responsibility for the co-ordination of all new referrals made into the Progress Centre and support bases. To plan and initiate re-integration to school and implement a successful package to enable students to activate and realise their potential. To line manage the Inclusion Support Officers. Oversee, the placement of students in external alternative provisions, including the initial quality assurance of placements, review of student's outcomes and success, and on-site visits and reviews.

Main Duties and Responsibilities

Support to Students

- To oversee 1:1 mentoring with students needing particular support.
- To support the staged transfer of a student into the support base/alternative provision where appropriate, and co-ordinate their successful exit and re-entry into mainstream classes/schools.
- Undertake/organise/oversee any testing of students to diagnose needs and measure impact, success of placements in support bases, and alternative provisions. Such as WRAT 5 testing, SDQ and literacy assessments.
- To contribute to the decision-making process on the placement of students in support bases/alternative provisions.
- Monitor homework and coursework completion for students.
- Support/oversee the support for individual students with their work in the classroom.
- Support/oversee support for students who may have attendance/truancy issues in support bases/alternative provision.
- Liaise/oversee the liaison with parents on at least a weekly basis.
- Liaise with the education inclusion officer from the local authority and other external agencies/providers as necessary.
- Support and counsel students: this requires being available during lunchtime and breaks for students to talk and report any issues that they have.
- Deal with any issues raised by students promptly and inform relevant staff of the issues and the action taken.
- To liaise with parents, the education inclusion officer from the local authority, alternative provisions, outside agencies, education welfare and the police with regards to confidential/sensitive information and complex issues.
- To manage/oversee the management of the behaviour of students in support bases.

- Oversee Forest School (and other similar programmes), including implementation of the programme, student consent, and health and safety requirements.
- Support students in classrooms as required by teaching staff to achieve reintegration.

Support for Home/School Links

- Build constructive relationships and maintain regular contact with families/carers of students, to keep them informed of the student's needs and progress and to secure positive family support and involvement.

Support to School (this list is not exhaustive and should reflect the ethos of the school)

- Undertake home visits with colleagues as and when required.
- Undertake site/student visits to alternative provisions.
- Arrange alternative lesson plans and manage the students' timetables.
- Liaise with Directors of Learning Communities regarding learning materials.
- Assist with the management of students not in normal timetabled lessons:
  o Discuss and identify issues for the student.
  o Identify a way forward.
  o Support the student to undertake some of the lesson working during the allocated time slot.
- To co-ordinate assessment data and prepare reports for students and all stakeholders.
- Keep accurate, timely and relevant records in line with the schools' procedures.
- Report the attendance of students appropriately to the local authority/school.
- Promote and safeguard the welfare of students you are responsible for or come into contact with.
- Be aware of and comply with policies and procedures relating to safeguarding and child protection, health, safety and security, confidentiality, and data protection, reporting all concerns to an appropriate person.
- Be aware of, support and ensure equal opportunities for all.
- Contribute to the overall ethos/work/aims of the school.
- Appreciate and support the role of other professionals.
- Attend and participate in relevant meetings as required.
- Participate in training and other learning activities and performance development as required.
- Assist with students needs as appropriate during the school day.
- Keep an accurate record of quality assurance checks for any alternative provisions as well as up to date policies, DBS requirements and safeguarding/attendance procedures in line with the requirements of KCSIE and DFE requirements.
- Keep/maintain an accurate record of student's success/progress in support bases/alternative provisions and undertake regular reviews of placements and report to the Deputy Headteacher.
- Update all systems of amendments to student's curriculum and timetables in adherence with the school procedures/systems.
- Any other duties which are required and commensurate with the post.

Support for Organisation

- To have full knowledge and appreciation of the range of activities, courses, opportunities, organisations and individuals that could be drawn upon to provide extra support for students in support bases/alternative provision.
- To facilitate the sharing of information between local agencies, schools, authorities and education staff in other schools, and be a point of contact for accessing a range of community

and business-based programmes and specialist support services, for example, Social and Youth Services, Educational Welfare Service, Youth Offending Service and the Police.

Whilst every effort has been made to explain the duties and responsibilities of the post, each individual task may not have been identified. All staff will be expected to accept reasonable flexibility in working arrangements and comply with any reasonable request from their line manager, undertaking work or tasks of a similar level that is not specified in this job description.

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Person Specification

Inclusion and Mentoring Manager

Criteria	Essential or Desirable	Measured by
Experience		AF/I
• Experience of working in an education setting committed to the inclusion agenda.	Essential	
• Experience of working with students demonstrating challenging behaviour or dealing with disadvantaged circumstances.	Essential	
Qualifications/Training		AF/I
• Training in the relevant strategies.	Desirable	
Knowledge/Skills		AF/I
• Good ICT and record keeping skills.	Essential	
• Good numeracy and literacy skills.	Essential	
• Ability to work constructively as part of a team.	Essential	
• Ability to relate well to children and to adults.	Essential	
• Excellent communication skills.	Essential	
• Have the ability to deal with sensitive issues in a professional manner.	Essential	
• Good organisation skills.	Essential	
• Ability to prioritise effectively.	Essential	
• Influencing skills.	Essential	
• Understand the need for confidentiality when appropriate and to ensure clear and sensitive communication.	Essential	
• Experience or able to demonstrate the ability to line manage staff.	Essential	
Behavioural Attributes		AF/I
• Accepts, supports and quickly implements change.	Essential	
• Builds personal relationships with stakeholders, through regular contact and consultation.	Essential	
• Coaches and empowers team members to take responsibility for ensuring customer care.	Essential	
• Understands the school's development plan and how it relates to team and individual objectives.	Essential	
• Identifies and promotes best practice and encourage the sharing of ideas.	Essential	
• Proactively seek opportunities to increase job knowledge and understanding.	Essential	
• Takes responsibility for own and team actions.	Essential	
• Is accountable for own development and encourages the ownership of development needs amongst team members.	Essential	

AF = Application Form I = Interview

Note 1:
In addition to the ability to perform the duties of the post, issues relating to safeguarding and promoting the welfare of children will need to be demonstrated these will include:

- ***motivation to work with children and young people;***
- ***ability to form and maintain appropriate relationships and personal boundaries with children and young people;***
- ***emotional resilience in working with challenging behaviours and maintaining discipline.***