

## **Internal Exclusion Manager**

**Grade 5, scale points 8-14 (£27,709 - £30,515)**

**Actual pro rata salary £23,324 - £25,686**

### **Main duties and responsibilities**

- To coordinate and manage the Internal Exclusion Room on a daily basis.
- To develop an ethos of high expectations in the Internal Exclusion room.
- To manage and work to modify the behaviour of pupils whose behaviour is persistently challenging or who have been involved in an incident which would usually warrant suspension from school.
- To liaise with subject teachers to ensure consistency of approach for students whilst working in the unit, as well as organising appropriate work.
- To establish and maintain effective working relationships with various outside agencies and stakeholders, including parents and carers.
- To be responsible, with the Deputy Headteacher, for monitoring and evaluation of the use of Internal Exclusion, including the analysis of behaviour data.
- To liaise with SLT responsible for behaviour, Heads of Year, Child Protection Leads and the SENDCo as appropriate.
- To coordinate and manage monitoring systems and procedures, to evaluate impact and inform self-evaluation.
- To maintain appropriate records and to provide relevant accurate and up to date information for MIS, registers, etc.
- To provide data and written reports as requested and undertake other general admin tasks such as display work and letters etc.
- To ensure contacts are established and maintained with the family or carers to promote active and continued involvement and to facilitate opportunities to work with school.
- To carry out such duties which reasonably correspond with the general character of the post and are commensurate with its level of responsibility.
- In designated time slots, develop mentoring provision and support for identified vulnerable students, and share information with pastoral staff as appropriate.

### **General**

- To maintain good relationships with colleagues and work together as a team.
- To undertake all duties with full regard to the Health and Safety at Work Act.
- To contribute to the overall ethos, work and aims of the school.
- To participate in training and other learning activities and performance development as required.
- To be aware of and comply with policies and procedures relating to child protection, health and safety, security, confidentiality, and data protection, reporting all concerns to an appropriate person as soon as they arise.
- To be aware of and support difference and to ensure equal opportunities for all.

This job description sets out the duties of the post at the time it was drawn up. The post holders may be required from time to time to undertake other duties within the school as may be reasonably expected, which are commensurate with the grade of this post.

## Job requirements

| Criteria                                                                                                                                        | Essential<br>or<br>Desirable | How/When<br>assessed.<br>*A/I/R/SP |
|-------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|------------------------------------|
| <b>Qualifications</b>                                                                                                                           |                              |                                    |
| Excellent personal and office organisational skills                                                                                             | E                            | A/I/R/SP                           |
| Excellent numeracy and literacy skills                                                                                                          | E                            | A/I/R                              |
| Formal qualification (s) within this field of work such as mentoring qualifications, teaching assistant qualifications.                         | D                            | A/I/R                              |
| <b>Experience</b>                                                                                                                               |                              |                                    |
| Experience of working with children/young people and their families within education, social care, youth work or another field                  | E                            | A/I/R                              |
| <b>Knowledge / Skills / Abilities</b>                                                                                                           |                              |                                    |
| The ability to work as part of our large team                                                                                                   | E                            | A/I/R                              |
| The flexibility to adapt to changing workload demands and new school challenges                                                                 | E                            | A/I/R                              |
| The ability to build professional relationships with a wide range of people, both internal colleagues, external agencies, parents, and families | E                            | A/I/R                              |
| <b>Personal Styles / Behaviour</b>                                                                                                              |                              |                                    |
| To act with the utmost integrity at all times                                                                                                   | E                            | A/I/R                              |
| To deal with any emergencies that may crop up in a calm manner and remain calm and in control in difficult circumstances                        | E                            | A/I/R                              |
| To be motivated to complete tasks to the required timescales and quality standards                                                              | E                            | A/I/R/SP                           |
| To maintain confidentiality relating to the staff and students at all times                                                                     | E                            | I/R                                |
| To be committed to equal opportunities                                                                                                          | E                            | I                                  |
| To be willing to consent to apply for an enhanced disclosure and barring service check                                                          | E                            | A/I                                |
| To uphold all aspects of safeguarding                                                                                                           | E                            | I                                  |

*\*Application/Interview/Reference/Selection Process.*