



FOREST HILL SCHOOL

Dacres Road, London SE23 2XN

Boys 11-16, Mixed 16-18

Tel. 020 8699 9343

www.foresthill.lewisham.sch.uk

POST TITLE: Inclusion Manager (&DSL)
SALARY GRADE: Scale PO2 Point 31-33
HOURS: 35 Hours per week, Term Time Only (39 weeks)
CONTRACT TYPE: Full Time/Permanent
RESPONSIBLE to: Deputy Headteacher (Designated Safeguarding Lead)
RESPONSIBLE for: Behaviour Manager

The post holder will comply with Health and Safety requirements and specifically will take reasonable care of him/herself and other persons who may be affected by his/her acts or omissions at work (Health and Safety at Work Act 1974), and other relevant employment legislation and good policies.

The Governing Body reserve the right to amend the job description at any time after consultation with the post holder.

MAIN PURPOSE	<p>To the lead the Inclusion Team in their work supporting pupils.</p> <ul style="list-style-type: none"> ➤ To be the lead practitioner of the Inclusion Team assessing the needs of students who are experiencing difficulties and providing or signposting support to enable them to overcome barriers to learning both inside and outside of the school ➤ Line manage the other members of the Inclusion Team and sure that they are working effectively ➤ To be responsible for planning, development, organization and monitoring of the day to day duties of the Inclusion Team ensuring efficient working of the team. ➤ To work with the Deputy Headteacher Inclusion and Behaviour to ensure that the Behaviour policy is implemented fairly & consistently by all stakeholders ➤ To ensure that school systems such as detentions, internal exclusion, on call and referral systems operate smoothly and effectively ➤ To be responsible for the maintenance of up to date records for each student including CP/CIN & CLA students/files and monitor individual student progress on an agreed basis ➤ To attend the weekly Inclusion panel meetings, whereby vulnerable
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	<p>students in each year group are discussed and reviewed.</p> <ul style="list-style-type: none"> ➤ To contribute to strategic decision making of student welfare at Inclusion Panel meetings and Head of House meetings to provide efficient communication to and from the team on the students discussed
<p>DUTIES AND RESPONSIBILITIES</p>	<p><u>Working with pupils:</u></p> <ul style="list-style-type: none"> ➤ Identify students who may need additional support ➤ Plan and deliver interventions for specific pupils, both 1:1 and in small groups ➤ Create an environment that supports all pupils with additional needs to reach their full potential ➤ Track and monitor progress of pupils in need of additional support, e.g. with SEND ➤ Maintain records for individual pupils ➤ Assist with the investigation and resolution of school incidents-behavior/safeguarding or otherwise. <p><u>Working with Families:</u></p> <ul style="list-style-type: none"> ➤ To make unaccompanied visits to pupils and/or parents at their homes (if necessary outside normal working hours) to formulate strategies and plans with the objective of securing high attendance. ➤ To use interviewing and assessment skills to gather information and take appropriate, creative action in the context of the school and the LEA's statutory obligations. ➤ To plan and undertake task centered casework with children and their families to bring about improved school attendance. This will necessitate considering factors within and beyond the immediate educational environment. ➤ To plan and deliver individual and group intervention strategies. ➤ To make decisions under Child Protection Procedures with the Designated Teacher and in liaison with Headteachers and/or Child Protection Co-ordinators in accordance with the Borough guidelines and policy and Pan London guidance. ➤ To maintain accurate, concise and comprehensive case records in a format that will be relevant in possible prosecution. ➤ To facilitate effective links between families and schools, including setting up meetings in schools, accompanying pupils to meetings and acting as advocate when appropriate. ➤ To make decisions when working with families regarding such issues as - action to be taken by the LEA in respect of initiation of child protection procedures, commencement of legal processes, referrals to agencies including Social Care and Health, Health and Mental Health teams.

	<p><u>Working with colleagues:</u></p> <ul style="list-style-type: none"> ➤ Liaise regularly with the SENCO & HOYs providing insights and ideas ➤ Supervise Inclusion staff and other members of staff carrying out interventions ➤ To develop close contact with local agencies to include Social and Youth Services, the Education Welfare Services, the Probation and Careers Service and out of school study support and business and charity/community services. ➤ Co-ordinate TAC (Team around the Child) and TAF (Team around the Family) meetings on behalf of the School in conjunction with the relevant outside agencies. ➤ Work with the wider Pastoral Team to oversee the Behaviour Points system and identify students needing support with their behaviour & inclusion at school. ➤ Work with the Behaviour manager to coordinate the dissemination of information regarding Behaviour Points/interventions across the school. ➤ Plan implement and evaluate small group/individual and family level interventions for the identified students/groups. ➤ Liaise with relevant staff especially the AWO, Behaviour Manager, School Counsellor, Heads of Year, SLT & SENCO to ensure the highest standards of care are provided for our most 'at risk' young people. ➤ Providing support for short-term issues that may affect a pupil's wellbeing, e.g. short-term behavioural issues not classified as SEND ➤ Working with external agencies <p><u>Working with parents and external agencies:</u></p> <ul style="list-style-type: none"> ➤ Liaise with external support agencies and professionals as directed by the Deputy headteacher ➤ Communicate with parents about specific interventions / support in place for their child ➤ Liaise with parents about their child's progress
<p>OTHER AREAS OF RESPONSIBILITY</p>	<p><u>Safeguarding:</u></p> <ul style="list-style-type: none"> ➤ To be the named Deputy Designated Safeguarding Lead and fulfill the requirements of this role. ➤ Work in line with statutory safeguarding guidance (e.g. Keeping Children Safe in Education, PREVENT) and our safeguarding and child protection policies ➤ Respond to all child protection referrals within the School and together with the DSL, decide how each referral is should be dealt with. ➤ Respond to all child protection requests for information and invitations to meetings for students within the School, ensuring that meetings are

	<p>attended and that high-quality information is always provided on request in a timely and efficient manner.</p> <ul style="list-style-type: none"> ➤ Carry out child protection interviews to ascertain the level of risk when a young person is referred to the safeguarding team. ➤ Ensure that safeguarding issues are identified and appropriate action is taken such as referral to the appropriate agencies e.g. Children’s Social Care or Early Help ➤ Communicate with parents regarding the safety & wellbeing of their child as appropriate. ➤ Consider the need for additional support from a broad range of external agencies and complete the necessary document-ation. ➤ To ensure that vulnerable students are carefully monitored and tracked. ➤ Attend Child protection/Child in Need/ case conferences and Child Protection/Child in Need meetings – this includes preparing written reports on academic progress and emotional well-being as well as contributing to the discussion and decisions regarding the young person’s future and involvement of statutory agencies. ➤ Communicate with the appropriate agencies if/when concerns regarding individual students arise ➤ Take the lead in ensuring that the safeguarding files/records both paper and online systems are kept appropriately and ensure that records are transferred between schools in the appropriate manner <p><u>Students in care or looked after by the LA:</u></p> <ul style="list-style-type: none"> ➤ Take on the role of the school LAC Champion: attend and lead PEP meetings for the School’s ‘Looked after’ young people and other associated meetings. ➤ Work with Heads of House and social workers to make decisions regarding LAC Pupil Premium money and complete the required paperwork. ➤ Regularly meet with and monitor the academic and personal progress of LAC students ensure that effective records are kept ➤ Lead on the preparation of all documentation pertaining to LC students eg PEP reports, pupil premium tracking reports etc
EQUALITIES	<p>Ensure implementation and promotion in employment and service delivery of the Council's equal opportunities policies and statutory responsibilities.</p> <p>This post requires a commitment to and an ability to contribute to safeguarding and promoting the welfare of children and young people.</p>

PERSON SPECIFICATION

CRITERIA	QUALITIES
Qualifications and training	<ul style="list-style-type: none"> • NVQ Level 3, 2 A levels or equivalent • Qualification or relevant experience working with children with SEND or other support needs (e.g. short-term behavioural problems)
Experience	<ul style="list-style-type: none"> • Experience working in a school environment or other educational setting • Experience working with children / young people with SEND and/or short-term difficulties (e.g. behavioural difficulties, mental health, physical disabilities) • Experience supporting and working with parents of young people with SEND / additional needs • Experience planning and delivering targeted interventions
Skills and knowledge	<ul style="list-style-type: none"> • Understanding of the graduated approach to SEND • Assessment of individual pupils • Tailoring plans and interventions to individual pupils • Assessment and other data analysis and tracking • Knowledge of external agencies in the local area who may be called on • Safeguarding of children and young people
Personal qualities	<ul style="list-style-type: none"> • Patient and calm • Desire to provide the best possible opportunities for all pupils • Able to create good relationships with children, staff, parents and external agencies • Organisation, time management, proactive and self-motivated