

## Job Description

|                        |                                |                       |                     |
|------------------------|--------------------------------|-----------------------|---------------------|
| <b>Job title:</b>      | Inclusion Officer              | <b>Contract Type:</b> | Fixed Term Contract |
| <b>Responsible To:</b> | Deputy DSL + Inclusion Manager | <b>Salary Range</b>   | Scale 4             |
| <b>Location:</b>       | Royal Greenwich Trust School   |                       |                     |

### INTRODUCTION

The University Schools Trust (UST) is a unique partnership of six world-leading universities and four sector-leading bodies who are working together to deliver a shared vision of inclusive, high quality and transformational education delivered by schools which are deeply rooted in the communities they serve.

We take a rigorous approach – educating from nursery to university and beyond – to all aspects of our work. Our teaching practice is effective, our students are challenged to achieve their best and we use our resources efficiently. Our values of communication, investigation, participation, networking, scholarship and vision are core to all our work.

As a small, growing and dynamic trust. We are small enough to know and care about the professional development of every single employee, and through our influential trust partners we have increased the scope of our work and the opportunities available to students and our staff.

### OUR VISION

To provide transformational educational opportunities for children across London, setting the agenda for social mobility and sector-wide change.

### MISSION STATEMENT

Our mission at UST is to improve the outcomes of all our pupils by ensuring we train, recruit and retain the highest calibre of staff across our workforce. Our teaching practice will be research led in partnership with our academic Trust sponsors and the evidence collated will influence local, national and international policy. We will share our best practice with others, extending our success and influence. A critical mass of schools will enable a flexible, school-to-school support structure which will ensure a platform to develop school leaders. Leaders at all levels will provide a systematic succession plan for our schools.

### JOB PURPOSE:

1. Act as a Champion for vulnerable students through effective role modelling, forming positive relationships and utilising creative approaches which provide them with the skills to be successful
2. Provide targeted intervention and support to students and contribute to the raising standards agenda
3. To support the Inclusion Manager so that the Internal Exclusion Room works efficiently and effectively throughout the day
4. To supervise students whilst internally excluded, ensuring a safe, nurturing, disciplined work environment at all times
5. To monitor student behaviour in the Internal Exclusion room and uphold high expectations of both work and behaviour for learning

6. To maintain and support the improvement of students' behaviour, attitude and engagement in school

### **SPECIFIC RESPONSIBILITIES:**

1. Ensure that the Inclusion Exclusion room procedures are adhered to and that the room is well maintained and is a suitable environment which reflects our vision and values
2. To help create resources for the Inclusion Exclusion Room
3. To liaise with attendance officer daily with information on students in Internal Exclusion Room
4. To attend meetings as required
5. To support in any restorative process required to support student re-engagement with lessons
6. Liaise with staff and other relevant professions and provide information about students as appropriate
7. Establish productive working relationships with pupils, acting as a role model, providing support, encouragement and guidance with their learning
8. Contribute to the supervision of students over break and lunch times

### **Inclusion**

1. Support the work of the inclusion team by highlighting any concerns about students' progress, engagement, behaviour and wellbeing
2. Assist with the implementation of interventions and support for students identified on the Vulnerable Student Index
3. Identify students' barriers to learning and put in place interventions to overcome these barriers
4. Liaise with parents/carers in order to develop positive working relationships and ensure that additional support is provided at home
5. Enable students to self-regulate, manage their behavior and engage fully in learning
6. Facilitate restorative conversations in order for students to repair relationships within the school community and beyond and encouraging them to be excellent ambassadors for the school
7. Play a key role in the supervision of the Internal Exclusion room and work with the Inclusion Manager to ensure that students adopt a quiet and focused approach to their work and independent reflection
8. Carry out one to one work with vulnerable students to assist with their reintegration into mainstream lessons from internal exclusion through the use of bespoke strategies
9. Liaise with subject staff to share strategies which will enable students to be successful in lessons
10. Converse with parents/carers in a timely and professional manner via telephone and through meetings [as agreed with the line manager]

### **Vision and Values**

1. To lead by example, providing inspiration and motivation, and embody for all stakeholders the vision, purpose and leadership of the school.
2. To develop and maintain a culture of high expectations for self and others.
3. To role model excellent behaviour and conduct in all regards to staff and students.
4. To operate in support of the school's vision and values at all times.
5. To demonstrate collaborative leadership, working with colleagues to achieve desired outcomes.
6. To be empowering, by delegating clearly, giving effective steers and appropriate freedoms for colleagues to act.
7. To be supportive and enabling, with the ability to hold colleagues to account and hold difficult conversations appropriately.
8. To regularly seek out constructive critical feedback and to use this alongside rigorous self-reflection to set targets for personal growth and development.
9. To take responsibility for day-to-day management of designated staff.

10. To demonstrate a flexible approach to the delivery of work.

#### Staff Development

1. The postholder will be required to undertake training as required to be effective in carrying out all duties.

#### Student Support and Progress

1. As a member of the school's support staff team to contribute to building and maintaining a culture of high expectations and achievement.
2. To work with the broader community to promote St Paul's Way School, and the opportunities for students to thrive and develop personally and educationally.
3. To develop and maintain strategic relationships with outside organisations to deliver programmes that benefit SPW students.

#### Equality and Diversity

1. The school has a strong commitment to achieving equality in its service to pupils, parents and the employment of people and expects all employees to understand, comply with and promote its policies in their own work.

#### Health and Safety:

1. The post holder shall ensure that the duties of the post are undertaken with due regard to the School's Health and Safety Policy and to their personal responsibilities under the provisions of the Health and Safety at work Act 1974 and all other relevant subordinate legislation.

#### Safeguarding:

1. Be keenly aware of the responsibility for safeguarding children and to help in the application of the Safeguarding and Safe Practices policy within the school.
2. Comply with the school's Safeguarding Policy in order to ensure the welfare of children and young persons.

*This Job Description is not intended to be prescriptive. The needs of the school may change and this could necessitate revision in the future and amendment at any time, following appropriate consultation.*

## JOB DESCRIPTION AGREEMENT

The postholder will be line managed and appraisal managed by: Inclusion Manager with a designated member of the Senior Leadership Team.

The above job description may be reviewed and/or amended at any time but before this happens you will be given appropriate opportunities to discuss the proposed amendments. It will be reviewed as part of the annual appraisal process

**Signed** \_\_\_\_\_ **Date**

**Post holder**

**Signed** \_\_\_\_\_ **Date**

**Headteacher**

# Person Specification

## Inclusion Officer

| Knowledge and Experience                                                                                                                                     | Essential | Desirable |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----------|
| <ul style="list-style-type: none"> <li>GCSE A*- C English and Maths.</li> </ul>                                                                              | ✓         |           |
| <ul style="list-style-type: none"> <li>Experience working with children or young people in an educational, pastoral, or inclusion-focused setting</li> </ul> | ✓         |           |
| <ul style="list-style-type: none"> <li>Experience of working in a secondary school environment.</li> </ul>                                                   | ✓         |           |
| <ul style="list-style-type: none"> <li>Evidence of supporting students with behavioural, social, emotional, or learning needs.</li> </ul>                    | ✓         |           |
| <ul style="list-style-type: none"> <li>Experience implementing targeted interventions to improve engagement, behaviour, or attainment.</li> </ul>            | ✓         |           |
| <ul style="list-style-type: none"> <li>Experience maintaining orderly learning environments or supervising students in structured settings</li> </ul>        | ✓         |           |
| <ul style="list-style-type: none"> <li>Understanding of inclusion principles and the needs of vulnerable or disadvantaged students.</li> </ul>               | ✓         |           |
| <ul style="list-style-type: none"> <li>Knowledge of behaviour management strategies and approaches that promote self-regulation.</li> </ul>                  | ✓         |           |
| <ul style="list-style-type: none"> <li>Awareness of safeguarding, child protection procedures, and professional boundaries.</li> </ul>                       | ✓         |           |
| <ul style="list-style-type: none"> <li>Understanding of restorative practices and reintegration processes.</li> </ul>                                        | ✓         |           |
| <ul style="list-style-type: none"> <li>Understanding of inclusion principles and the needs of vulnerable or disadvantaged students.</li> </ul>               | ✓         |           |
| Skills & Abilities                                                                                                                                           | Essential | Desirable |
| <ul style="list-style-type: none"> <li>Ability to form positive, professional, and supportive relationships with students.</li> </ul>                        | ✓         |           |
| <ul style="list-style-type: none"> <li>Strong behaviour management skills, including consistency, high expectations, and calm de-escalation.</li> </ul>      | ✓         |           |
| <ul style="list-style-type: none"> <li>Ability to supervise students independently and maintain a disciplined, nurturing working atmosphere.</li> </ul>      | ✓         |           |
| <ul style="list-style-type: none"> <li>Skilled in identifying barriers to learning and selecting or creating appropriate interventions.</li> </ul>           | ✓         |           |
| <ul style="list-style-type: none"> <li>Effective communication skills for liaising with staff, external professionals, and parents/carers.</li> </ul>        | ✓         |           |
| <ul style="list-style-type: none"> <li>Ability to produce clear reports, maintain accurate records, and share relevant information appropriately.</li> </ul> | ✓         |           |
| <ul style="list-style-type: none"> <li>Capacity to create learning or behaviour-support resources tailored to student needs.</li> </ul>                      | ✓         |           |

|                                                                                                                                                                                                                                                |                  |                  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|------------------|
| <ul style="list-style-type: none"> <li>Ability to work collaboratively with an inclusion team and wider school staff.</li> </ul>                                                                                                               | ✓                |                  |
| <b>Professional knowledge and understanding</b>                                                                                                                                                                                                | <b>Essential</b> | <b>Desirable</b> |
| <ul style="list-style-type: none"> <li>Excellent interpersonal skills and communication skills to deal with staff, pupils, borough staff, Governors and outside agencies, including the ability to promote the image of the school.</li> </ul> | ✓                |                  |
| <ul style="list-style-type: none"> <li>An understanding of the necessity for maintaining strict confidentiality.</li> </ul>                                                                                                                    | ✓                |                  |
| <ul style="list-style-type: none"> <li>Experience, or empathy with, working in a multicultural environment.</li> </ul>                                                                                                                         | ✓                |                  |
| <ul style="list-style-type: none"> <li>IT literate and willing to undertake further training as required.</li> </ul>                                                                                                                           | ✓                |                  |
| <ul style="list-style-type: none"> <li>Understanding of and ability to maintain high standards of punctuality and attendance.</li> </ul>                                                                                                       | ✓                |                  |
| <ul style="list-style-type: none"> <li>A commitment to continuous professional development.</li> </ul>                                                                                                                                         | ✓                |                  |
| <ul style="list-style-type: none"> <li>Excellent interpersonal skills and communication skills to deal with staff, pupils, borough staff, Governors and outside agencies, including the ability to promote the image of the school.</li> </ul> | ✓                |                  |
| <ul style="list-style-type: none"> <li>A Satisfactory Enhanced DBS check</li> </ul>                                                                                                                                                            | ✓                |                  |