

Job Description

Job Title	Behaviour & Exclusions Co-ordinator
Grade	Band H
Reporting To	Inclusion Strategy Manager
JD Ref	PC0044G (B)

Purpose

To work alongside the Inclusion Strategy Manager/s to provide advice and information to parents, schools and local authority in relation to the statutory permanent exclusion, suspension, pupil moves guidance and the local protocols, procedures and policies that govern off site direction/managed moves.

This includes administrative work around maintaining robust tracking systems to monitor pupil movement, outcomes and compliance.

Lead and coordinate the Local Authority's statutory and responsibilities relating to Managed Moves and Off-Site Directions across schools and academies. Build strong relationships with headteachers, academy trusts and inclusion/outreach team.

Main Duties And Responsibilities

Behavioural:

- Enjoy, achieve, create impact, and thrive in the role and organisation.
- Live our values in the role and organisation.
- Support the inclusion and Outreach Workforce to actively promote inclusive practise and the graduated approach to support Children with SEND and unmet needs.

Communication, Engagement and Training:

- To attend training in relation to the publication of new legislation regarding suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement.
- To keep up to date with all changes in relevant legislation, and related regulations and guidance
- To work pro-actively with the Schools, Inclusion manager/s responsible for Exclusions, at risk of permanent exclusion, suspensions and managed moves ensuring that the policies and procedures are regularly updated in line with current legislation.
- To provide advice and guidance to schools, parents, and LA officers in relation to the implementation of the policies and procedures for permanent exclusions, suspensions offsite direction and managed moves.
- Work collaboratively with families and professionals to arrange suitable education for

- permanently excluded pupils, and for other pupils who, because of illness or other reasons would not receive suitable education without such arrangements being made.
- To liaise with and provide good quality advice to school staff, colleagues in Children's Services, and partner agencies to ensure that children's needs are effectively met.
- To follow up the results of all IRPs to ensure compliance with decisions and to provide support and challenge to schools and governing bodies.
- To provide regular briefings for officers, headteachers and partners including information about legislation, policies, key initiatives and support available, along with recommendations for proven (researched) strategies, programmes and effective trainers.
- Contribute to briefing papers for key stakeholders, Schools Forum, headteachers and partners including information about legislation, policies, key initiatives and support available, along with recommendations for proven (researched) strategies, programmes and effective practice.
- To be responsible for facilitating assess suitability and readiness for managed moves. Monitor outcomes and ensure appropriate support and review mechanisms are in place. Liaise with schools, alternative provision providers, and families to ensure placements are appropriate, purposeful, and time bound.

Data Analysis and Decision-Making:

- To be responsible for ensuring that the administration work required for implementation of the at risk of permanent exclusion, suspensions, managed moves and Permanent Exclusions is completed within the legal timeframe, adhering to the relevant deadlines.
- To be responsible for ensuring that accurate records are maintained relating to permanently excluded and at risk of permanent exclusion children from all primary, secondary, special and non-maintained schools.
- To be responsible for facilitating assess suitability and readiness for managed moves. Monitor outcomes and ensure appropriate support and review mechanisms are in place. Liaise with schools, alternative provision providers, and families to ensure placements are appropriate, purposeful, and time bound.
- To be responsible for ensuring that statistical returns as required by the Authority, the DfE and other organisations are completed accurately, timely and efficiently.
- To provide an administrative support service data analysis and report writing
- for Inclusion Manager/s.
- To ensure that all statutory timescales are met, particularly in relation to Section 19 duty.
- Ensure that parents of permanently excluded pupils are provided with information regarding how they can make representations at exclusion review meetings as well as advising of the next steps for continued access to education provision.
- Gather information and present cases to decision-making panels for approval.
- Maintain case management accurate records and responsible for developing and updating electronic and paper systems for filing of stored data.
- Minute take events and meetings, incorporating previous minutes and to support inputting into plans. In addition, sending invites, preparing and inputting into agendas and associated papers, booking and setting up relevant rooms, circulating minutes
- and progressing follow up actions. Ensuring that all minutes of meetings are completed and distributed in line with relevant policies and procedures.



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- To contribute towards the development of policy and procedures in relevant areas of the Service's work.

Financial:

- Assist with monitoring effective administration of procurement processes and invoicing within agreed systems.
- Responsible for assisting to ensure robust audit and control procedures are in place.
- Highlight concerns in relation to financial operations that may not be in line with corporate procedures.
- Assist with the monitoring of budgets.

Compliance:

- Adhere to and comply with all relevant corporate policies and procedures including Health & Safety, General Data Protection Regulations (GDPR), Corporate Governance and Code of Conduct.

Other:

- Any other duties commensurate with the grade.
- This post is subject to a Disclosure and Barring Service (DBS) check at the appropriate level.

Role Specific Knowledge, Experience And Skills

Qualifications

- Evidence of continuing professional development in a Children's Services related area (A/I)
- NVQ Level 4 or above in, education, special educational needs, health or other related discipline. (A)

Desirable

- Specific degree or professional designation or certification in a relevant discipline (e.g., education / social care) (A)

Knowledge & Skills

- Strong time management skills and the ability to maintain quality and focus under pressure (A/I)
- Knowledge of relevant guidance and good practice in relation to Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement. (A/I)
- To be able to problem solve and work with others to resolve difficulties or differences in opinion so that positive working relationships with colleagues are maintained (A/I)
- Highly numerate and literate with a proven ability to create professional documents and reports incorporating precise and accurate data (A/I)
- Proficient in the use of IT (A/I)
- Excellent verbal and written communication skills. (A/I)
- Working in an interagency environment. (A/I)



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PROFESSIONAL

- Liaising with staff from a wide range of partner agencies. (A/I)
- Ability to work on own initiative. (A/I)
- Competent in relevant Microsoft packages.

Desirable

- Mediation and negotiation skills. (A/I)
- Creating promotional materials and using various media methods. (A/I)
- An understanding of the impact of unmet SEND needs on a pupil's education journey/experience. (A/I)

Experience

- Recent experience of working with families for a school, local authority or similar (A/I)
- Experience of working in partnership with other agencies to achieve positive outcomes for children and young people (A/I)
- Working experience and knowledge of exclusions and alternative provision law and guidance (A/I)
- Experience of developing and maintaining positive and supportive relationships with children & young people, and their families, who may be difficult to engage, present challenging behaviours or who are resistant to support (A/I)



Additional Information

This post is a combination of office work and field work. It will involve sitting for long periods of time and a requirement to travel to meet service needs.

Ability to travel across the Borough and work from various locations.

Good understanding of Confidentiality.

Work hybrid, with a flexible working approach to accommodate service needs.

Expected to work from a fixed location (subject to change).

On occasion, able to work outside traditional hours, of a weekend and evening as required, adopting a flexible working approach in response to business requirements.

To undertake any other reasonable duties required by the Senior Manager for Inclusion, Section 19 and Alternative Provision.

Enhanced DBS

Health & Safety Considerations:

- Prolonged Repetitive Movements/Actions
- Lone working
- Work with VDUs (Video Display Unit) (>5hrs per week)
- Working with children
- Exposure to persons with challenging or aggressive behaviour

Approved By: Chris Lowcock

Date Of Approval: 02.12.2025

