



SAINTS PETER AND PAUL  
CATHOLIC HIGH SCHOOL

### **Inclusion Manager – Family Support**

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**RELATIONSHIPS:** Responsible to Assistant Principal

**REMUNERATION:** Salary HBC 7

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#### **The Role:**

This is an exciting position for a candidate who has a passion to transform lives and change society through education. A key role within our mission is to ensure we are inclusive so that all students can flourish and succeed at St Peter and Paul Catholic High School. We are looking to welcome a colleague who can strengthen our team and believes that our school can serve every child in the community. The right candidate for this role will be passionate about education and supporting all students to attend school; relentless in the pursuit of equality and justice for all. They will have excellent communication skills and the willingness to use those skills to ensure that every child has the chance to achieve, understanding that some students and families may require further support and guidance. Our purpose is to be “School of Choice for the Community” enabling our students to ‘live life in all its fullness’.

#### **Job Purpose**

Provide operational management of the attendance and admissions functions of the school setting high expectations for the students of St Peter and Paul Catholic High School in all attendance matters. Working with the Assistant Vice Principal and in collaboration with other members of staff, to provide support and intervention strategies to ensure students attendance is excellent.

To line manage the attendance team to ensure all students are supported and barriers to good school attendance are removed. Undertake general attendance duties as directed to support the needs of the school and to improve student attendance. To work alongside key school staff to administrate and support the reduction in levels of student absence.

**Core Responsibilities:**

- To collaborate with the team of Inclusion Managers regarding all aspects of intervention and support in order to drive forward CPD and lead whole school developments and strategies.
- To develop and oversee the implementation of the school's Inclusion strategy.
- To reinforce a positive culture and climate ensuring effective collaboration across the school and wider community/agencies.
- To contribute to the self-improvement cycle in school including, internal and external quality assurance to provide and evaluate a development plan.
- To provide high quality leadership development and line management of those within the team, including the work of the Lead Mentor
- To manage and track the Inclusion cohort including ensuring effective communication to all stakeholders.
- To identify and escalate appropriately children who require early intervention and/or additional support internally/externally.
- To engage and be supportive of families and children who are experiencing difficulties in attending and engaging in school
- To lead PDR cycles for students with additional needs, including the quality and consistency of documentation with clear measurable impact measures to inform next steps.
- To produce half-termly reports to demonstrate the impact of interventions for the Senior Leadership team and school Governing body.
- To make referrals and liaise with professionals outside of the school - this could include psychologists, health and social care providers, speech and language therapists and occupational therapists, acting on recommendations, advice and strategies.
- To liaise with external partnerships, the local community, Local Authority and others where appropriate, including participating in the various networks, locally and nationally
- To model and lead student and family intervention that exemplifies best practice for colleagues.
- To quality assure the statutory requirements for all documentation and individual plans and referrals for students with additional needs i.e. Child development, Social care, PEPS, CAMHS, EHCP etc
- To manage the transition and destinations of students in the Inclusion cohort as they move through the key stages and post-16 destination.
- To ensure that all aspects of safer working practices are adhered to within the area, playing a key role in the safeguarding and wellbeing of all students

- To keep up-to-date with the latest research and statutory guidance and lead CPD updates where necessary.
- To facilitate group interventions across all key stages where appropriate
- To act as team leader to ensure an effective and robust appraisal system.
- To manage the day to day provision including staff briefings, student and staff timetables, room bookings and development of high-quality spaces.
- Provide training for staff working with students with complex needs
- To supervise, train and develop skills of other support staff
- Undertake personal development through training and other learning activities as required.
- To attend and participate in meetings as required
- Be aware of and comply with policies relating to child protection, health and safety, security, confidentiality and data protection, reporting concerns as appropriate
- Be aware of and support difference to help ensure everyone else has equal access to the facilities and feels valued, respecting their social, cultural, linguistic, religious and ethnic background

Note; To undertake any other duties and responsibilities as may be assigned from time to time which are commensurate with the grade of the post

### **Inclusion Manager**

#### **Specific responsibilities**

##### **To oversee in the In-Year admissions process:**

- Liaising with LA admissions team following application.
- Tracking and management of Admissions and departures including 6-week starter review.
- Manage data collection and information from previous school, organise groupings and timetable allocation.
- Student and family induction programme
- To organise a monitoring period and settling in meeting with all new starters and exit interviews for departures.

##### **To oversee the school Attendance strategy with a particular focus on:**

- Attendance registers are accurate and statutorily complaint
- EWO/Attendance clinics
- Managing the Attendance officer
- Students in persistent absence
- Students at risk of persistent absence
- Non-attenders/school refusers
- Education off-site

- Requests for Home education
- Fines/PNWL/PNW and prosecutions
- Home visits
- Tracking and monitoring of all the above interventions
- Communication to staff around these interventions
- Attendance reporting and analysis
- Attendance rewards and sanctions
- Aid transition from primary to secondary where attendance is a concern

### **Family Support and Engagement**

- To identify and oversee the hard to reach families as part of transition.
- To create and develop opportunities to better engage parents and primary school stakeholders
- Linking with staff around school creating education programmes for parents to support their children's learning.
- Make home visits, run parent groups and promote closer links to the school with parents/carers and the community, keeping accurate records of interventions
- To link with external agencies and partners to seek out opportunities to engage the hard to reach families.

Prepared by:	Nicky Woan
Job Title:	Senior Assistant Principal
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