



## Job Description

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| <b>POST TITLE</b>   | <b>Inclusion Manager</b>  |
| Purpose:            | To lead the Autism Base and a team of TAs to deliver high quality learning opportunities for students through support in class and in small group interventions in the Base and wider SEN department.   |
| Context Statement:  | <p>The post holder will, under the direction of the Director of Learning Support and Inclusion (SENCo) be responsible for the management and development of the Autism Base and lead and manage a group of TAs supporting students of all abilities and key stages with their learning and their emotional wellbeing. The Inclusion Manager will be expected to support with personal care and access arrangements for examinations and from time to time, be expected to support students on school trips and visits which may extend beyond the normal working pattern. The post holder will be expected to supervise and support students during school break and lunch times.</p> <ul style="list-style-type: none"> <li>• Liaise with feeder schools to ensure a smooth transition for Base students.</li> <li>• Support the Director of Learning Support and Inclusion in writing Pupil Profiles for Base students and ensuring that teaching staff have relevant information.</li> <li>• Monitor the social progress of students and devise strategies to foster their social progress.</li> <li>• Organise baseline testing of students within the Base.</li> <li>• Attend Annual Reviews and produce Base reports.</li> <li>• Ensure adequate specialist resources, especially those for specific pupils' needs.</li> <li>• Update the AET Standards in liaison with Director of Learning Support and Inclusion</li> <li>• Ensure that students maintain maximum attendance in lessons according to agreed timetables.</li> <li>• Organise weekly departmental staff meetings.</li> <li>• Check access arrangements for examinations and ensure the department is aware of these arrangements and provide exam support if required.</li> <li>• Liaise with the Director of Learning Support and Inclusion to understand the issues faced by students and to provide feedback on them in relation to the current Code of Practice.</li> <li>• Where necessary provide support for students in lessons.</li> <li>• Work in a team context – forging and sustaining relationships across agencies and departments, and respecting the contribution of others working with children, young people and families.</li> </ul> |
| Reporting to:       | Director of Learning Support and Inclusion (SENCo)  |
| Responsible for:    | A team of TAs delivering support and small group interventions  |
| Principal Contacts: | Parents, Students, SENCO, classroom teacher/supervisor and other staff  |
| Working Time:       | 37 hours per week term time plus 10 (including 5 PDDs)  |
| Salary/Grade:       | TA Grade 4 SCP 18-22  |
| Disclosure level:   | Enhanced  |



## Key Responsibilities

Outline responsibilities and tasks

Under the direction and control of the Director of Learning Support and Inclusion:

### Support for Students

- Assess the needs of students and use detailed knowledge and specialist skills to support students' learning.
- Establish productive working relationships with students, acting as a role model and setting high expectations.
- Develop and implement Individual Provision Maps where appropriate.
- Promote the inclusion and acceptance of all students within the classroom.
- Support students consistently whilst recognising and responding to their individual needs.
- Encourage students to interact and work co-operatively with others and engage all students in activities.
- Promote independence and employ strategies to recognise and reward achievement of self-reliance.
- Provide feedback to students in relation to progress and achievement.

### Support for Teachers

- Organise and manage appropriate learning environment and resources.
- Within an agreed system of supervision, plan challenging teaching and learning objectives to evaluate and adjust lessons/work plans as appropriate.
- Monitor and evaluate pupil responses to learning activities through a range of assessment and monitoring strategies against pre-determined learning objectives.
- Provide objective and accurate feedback and reports as required on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence.
- Record progress and achievement in lessons/activities systematically and provide evidence of range and level of progress and attainment.
- Work within an established discipline policy to anticipate and manage behaviour constructively, promoting self-control and independence.
- Supporting the role of parents in students' learning and contribute to/lead meetings with parents to provide constructive feedback on pupil progress/achievement, etc.
- Administer and assess/mark tests and invigilate exams/tests.
- Production of lesson plans, worksheets etc.

### Support for the Curriculum

- Deliver learning activities to students within agreed system of supervision, adjusting activities according to pupil responses/needs.
- Deliver local and national learning strategies e.g. Literacy, Numeracy and make effective use of opportunities provided by other learning activities to support the development of students' skills.
- Use ICT effectively to support learning activities and develop students' competence and independence in its use.
- Select and prepare resources necessary to lead learning activities, taking account of students' interests and language and cultural backgrounds.
- Advise colleagues on appropriate deployment and use of specialist aids/resources/equipment.



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|  | <ul style="list-style-type: none"> <li>• Supervise the activities of individuals or groups of students to ensure their safety and facilitate their physical and emotional development;</li> <li>• Undertake those activities necessary to meet the physical and emotional needs of individuals and groups of students, including students with educational, physical or emotional special needs;</li> <li>• Monitor individual student’s problems, progress, achievements and condition and report these to the SENCo as appropriate;</li> <li>• Actively engage in the educational activities and work programmes and assist in personal and individual development of individuals or groups of students.</li> <li>• Where appropriate, deliver out of school learning activities within guidelines established by the school.</li> <li>• Contribute to the identification and execution of appropriate out of school learning activities which consolidate and extend work carried out in class.</li> </ul> |
| Communications:                                    | <ul style="list-style-type: none"> <li>• Communicate effectively and positively with all stakeholders</li> </ul>  |
| Leadership and Management:                         | <ul style="list-style-type: none"> <li>• Lead a team of TAs to provide high quality support for students with SEND</li> <li>• Chair meetings with the team as appropriate</li> <li>• Deputise for the Director of Learning Support and Inclusion where required</li> </ul>  |
| Liaison:   | <ul style="list-style-type: none"> <li>• Liaise with parents, external agencies and teaching staff as appropriate</li> </ul>  |
| Supervision:                                       | <ul style="list-style-type: none"> <li>• Supervise students outside lesson time as agreed with the Director of Learning Support and Inclusion</li> </ul>  |
| Staff development/Performance Management:          | <ul style="list-style-type: none"> <li>• Share good practice and promote collaborative teamwork to motivate and inspire colleagues</li> <li>• Provide support for recruitment and deliver induction and performance management for staff within the team</li> </ul>   |
| Management Information:                            | <ul style="list-style-type: none"> <li>• To identify and take appropriate action on issues arising from data, systems and reports</li> </ul>  |
| Student Welfare:                                   | <ul style="list-style-type: none"> <li>• Undertake those activities necessary to meet the physical and emotional needs of individuals and groups of students, including students with educational, physical or emotional special needs</li> </ul>   |
| Safeguarding, confidentiality and data protection: | <ul style="list-style-type: none"> <li>• Undertake Safeguarding Training as required</li> <li>• Ensure that all students and staff are appropriately safeguarded</li> <li>• Maintain appropriate levels of confidentiality when dealing with stakeholder data and information</li> <li>• Adhere to the General Data Protection Regulations</li> </ul>   |
| Extra-Curricular:                                  | <ul style="list-style-type: none"> <li>• Support the school’s extra-curricular programme through active participation where possible</li> </ul>   |
| Personal Development:                              | <ul style="list-style-type: none"> <li>• Reflect on own practice and work collaboratively with your line manager to identify development needs and participate in annual performance review as part of an active programme of CPD</li> </ul>  |
| Health and Safety:                                 | <ul style="list-style-type: none"> <li>• Undertake Health and Safety duties commensurate with the post and/or as detailed in the school’s Health and Safety Policy</li> </ul>   |



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| Additional Duties: | <ul style="list-style-type: none"> <li>• Play a full part in the life of the school community, to support its vision and values and encourage and ensure staff and students to follow this example</li> <li>• Attend school meetings outside normal working pattern as required</li> </ul> |
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Avonreach Academy Trust expects its employees to work flexibly within the framework of the duties and responsibilities specified above. Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not have been identified. Employees will be expected to comply with any reasonable request from their manager to undertake work of a similar level that is not specified in this job description.

The duties described in this job description must be carried out in a manner which promotes equality of opportunity, dignity and due respect for all employees and stakeholders and is consistent with the school's equal opportunities policy.

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| Name of Post holder: |       |
| Signed:              | Date: |



| <b>PERSON SPECIFICATION: Inclusion Manager</b>  | <b>Essential</b> | <b>Desirable</b> |
|---|------------------|------------------|
| <b>Knowledge &amp; Experience</b>   |                  |                  |
| Experience of working in a school   | ✓                |                  |
| Relevant qualification or experience related to Autism Spectrum Disorder                          | ✓                |                  |
| Able to work with young people with experience gained in a work, voluntary or domestic setting    | ✓                |                  |
| Higher Level Teaching Assistant Qualification or equivalent                                       |                  | ✓                |
| Experience of delivering targeted, small group interventions                                      | ✓                |                  |
| <b>Skills &amp; Abilities</b>   |                  |                  |
| Minimum Grade C/4 GCSE in English and Mathematics or equivalent                                   | ✓                |                  |
| Ability to use own initiative as well as working within a team environment                        | ✓                |                  |
| Excellent communication and interpersonal skills  | ✓                |                  |
| Ability to interact positively with students and colleagues                                       | ✓                |                  |
| The ability to use ICT effectively  | ✓                |                  |
| Ability to be attentive to detail, work to high levels of accuracy and adhere to strict deadlines | ✓                |                  |
| Ability to understand and carry out verbal and written instructions                               | ✓                |                  |
| Ability to organise and prioritise work and manage other adults in the team                       | ✓                |                  |
| Ability to remain confident yet discreet in dealing with visitors, parents and students           | ✓                |                  |
| Ability to make quick decisions on which enquiries need to be referred on and dealt with          | ✓                |                  |
| Be fully conversant of Safeguarding requirements  | ✓                |                  |
| Ability to effectively manage behaviour   | ✓                |                  |
| <b>Personal Qualities</b>   |                  |                  |
| Demonstrate high standards and encourage them in others   | ✓                |                  |
| Enthusiasm and a positive outlook   | ✓                |                  |
| Excellent attendance and punctuality  | ✓                |                  |
| Responsible, honest and reliable  | ✓                |                  |
| Good personal organisation  | ✓                |                  |
| A sensitive and caring manner   | ✓                |                  |
| Calm under pressure   | ✓                |                  |
| Willingness to adapt to the changing needs of the school and its students                         | ✓                |                  |