**Internal Exclusion Supervisor – Job Description**

**Band:** Scale 4-5 £19171- 21166 pro rata

£6603 – 7290 (actual)

**Hours/Weeks:** 1 or2 days per week, actual days to be agreed

15 hours per week for 39 weeks per year (term-time)

8.30am – 4.30pm with ½ hour lunch break

**Responsible to:** Deputy Headteacher: Student Standards, Achievement and Well Being

**Purpose of Job:** To work in partnership initially with the Pastoral Team to supervise students who have been internally excluded from lessons in line with the School’s discipline policy and to coordinate the administrative procedures associated with this.

# Duties:

* Daily supervision of students in the Internal Exclusion Room.
* Ensure high standards of behaviour in the Internal Exclusion Room.
* Ensure that students have appropriate work provided by their teachers and that an acceptable quantity is produced and returned to the member of staff for marking.
* Establish positive relationships with students placed in the Internal Exclusion Room.
* Write reports and keep detailed records on students placed in the Internal Exclusion Room.
* Collation and analysis of behaviour data.
* Coordinate and attend relevant school meetings as required.
* Liaise with staff and other relevant professionals, providing information about students placed in the Internal Exclusion Room as appropriate.
* To help supervise after-school activities as required including monitoring of attendance at detentions.
* To understand and apply school policies in relation to health, safety and welfare.
* Attend relevant training as appropriate.
* To respect confidentiality at all times.

The duties may be varied to meet the changing needs of the school at the reasonable direction of the Headteacher.

**Internal Exclusion Supervisor – Person Specification**

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|  | **Detail** | **Examples** |
| **Qualifications & Experience** | Specific qualifications & experience | Successful experience of working with children in an education, health or social care environment  Recent professional training in behaviour management and/or parent/carer support e.g. Webster Stratton training  Education to NVQ level 4 or equivalent  Completion of DCSF induction programme. |
| Knowledge of relevant policies and procedures | Good working knowledge of policies relating to behaviour, inclusion and SEN |
| Literacy | NVQ Level 4 in English or equivalent |
| Numeracy | NVQ Level 4 in Maths or equivalent |
| Technology | Ability to use ICT communication and administrative systems effectively |
| **Communication** | Written | Ability to write detailed and complex reports, plans, and letters |
| Verbal | Ability to use clear language to communicate information unambiguously  Ability to listen effectively |
| Languages | Specialist language/communication skills if appropriate |
| Negotiating | Ability to negotiate effectively with adults and children and to exercise influence |
| **Working with children** | Behaviour Management | Ability to demonstrate a range of highly effective behaviour management strategies |
| SEN | Detailed knowledge of SEN strategies and policies, including IEPs, ‘partnership plans etc. |
| Curriculum | Knowledge and experience of developing individual education plans  Ability to create and deliver training and workshops for parents/carers |
| Child Development | Excellent understanding of child development and learning processes  Ability to assess progress and performance and recommend appropriate strategies to support development and inclusion |
| Health & Well being | Understand and support the importance of physical and emotional wellbeing |
| **Working with others** | Working with partners | Ability to make a proactive contribution to the work of the team supporting children, their families and carers  Ability to work with parents and carers to improve support for children |
| Relationships | Ability to establish rapport and respectful and trusting relationships with children, their families and carers and other adults |
| Team work | Ability to make an distinctive contribution to the work of a team |
| Information | Contribute to the development and implementation of effective systems to share and safeguard information |
| **Responsibilities** | Organisational skills | Excellent organisational skills  Ability to remain calm under pressure |
| Line Management | Ability to manage and support the work of others |
| Time Management | Ability to plan and manage own time effectively  Ability to meet deadlines |
| Creativity | Demonstrate a highly creative approach to supporting children and an ability to resolve problems independently |
| **General** | Equalities | Display a sound understanding of equality issues |
| Health & Safety | Good understanding of Health & Safety |
| Child Protection | Developed understanding and effective implementation of child protection procedures |
| Confidentiality/Data Protection | Understand and comply with procedures and legislation relating to confidentiality |
| CPD | Demonstrate a clear commitment to develop and learn in the role  Ability to effectively evaluate own performance |