



<b>Job Title</b>	<b>Inclusion Room Manager</b>
<b>Grade/Salary</b>	<b>Scale 7-8, point 19-28</b> <b>Actual Salary £25,978 – £31,724 per annum plus Outer Fringe Allowance £576 per annum</b>
<b>Hours</b>	<b>37 hours per week. Term Time Only (38 weeks)</b> <b>Monday to Thursday 08.00am to 4.00pm and Friday 08.00am to 3.30pm</b>
<b>Date Required</b>	<b>As soon as possible</b>
<b>Closing Date</b>	<b>Monday 20th January 2025 @ Midday</b>
<b>Interview Date</b>	<b>w/b 27<sup>th</sup> January 2025</b>
<b>Reporting To</b>	<b>Assistant Headteacher – Character and Culture</b>

## Details

We are seeking to appoint a colleague to join our dedicated and supportive pastoral team. As our Inclusion Room Manager, you will contribute substantially to the ethos, culture and climate for learning in our school. The purpose of our Inclusion Room is to support a small number of our most vulnerable and at-risk students and improve their life chances. Students can be referred to the room by Heads of Year and members of SLT. Part of the role of the room is to give each individual an opportunity to reflect on their behaviour and receive emotional and behavioural support on a daily basis.

You will be solution focused and support pupils to overcome challenges and enable them to thrive. Our Inclusion Room forms a key element of the school's overall *Behaviour and Attitudes Policy* and the successful candidate will work to develop resources and programmes to allow restorative behaviour and emotional regulation strategies to be developed. The role will also support our school to offer a more personalised curriculum for a small number of key students for pre-defined amounts of time as needed.

The school is a strong, caring community with an ethos based on the three core principles; supporting students to achieve; providing opportunities for enrichment in order to extend students' education within and beyond the classroom; preparing students for the wider world and life beyond school with key life skills and learning relevant to their life, both in the present and in the future.

The successful candidate must be able to demonstrate:

- The ability to work with SLT to develop a truly inclusive provision which has an impact on both the individuals and their impact on our wider school.
- The enthusiasm to engage with SEND, Curriculum and SEMH training as identified.
- The ability to engage positively and build working relationships with a wide range of young people and their families.
- The ability to encourage positive and respectful student behaviour.
- An awareness of de-escalation procedures and positive behaviour management strategies.
- The enthusiasm to learn about our curriculum and to engage in leading on developing a curriculum offer that works in our hub.
- The ability to work effectively as part of a team with teaching staff and outside agencies.
- Excellent interpersonal, written, and oral communication and presentation skills.
- A willingness to manage their own time effectively, work flexibility, and use their own initiative.





## Principal Responsibilities

- To lead and manage our Inclusion Room.
- To supervise students whilst internally excluded, ensuring a safe, nurturing, disciplined work environment at all times.
- To coordinate and contribute to the production of the curriculum and restorative action student work packs
- To work with the Pastoral Team promoting good behaviour.
- To have specific management responsibilities for appropriate support staff.
- To champion Trauma Perceptive Practice [TPP] strategies.

## Main Duties

- To lead and manage students who are out of circulation, organising students when they arrive and ensuring students are kept on task.
- To be responsible for resources and resourcing the isolation room.
- To liaise with parents and staff on students placed in our isolation room.
- To maintain a strong discipline and work approach.
- Monitor that the work and behaviours are meeting the required standard.
- To supervise students during break and lunch, if appropriate (appropriate breaks will be given).
- To set work for the students in our isolation room according to curriculum and restorative action needs.
- To lead on a daily report and room logs on student on behaviour, attitude and curriculum accessed.
- To liaise with attendance officer daily with information on students who are out of circulation to have oversight of student access to the provision (include record keeping).
- To attend external meetings as required.
- Promote positive student behaviour in line with school policies and keep students on task.
- To support in any restorative process required to support the student re-engaging with their lessons.
- Liaise with staff and other relevant professionals and provide information about students as appropriate.
- To always respect confidentiality.
- To make yourself familiar with My Concern and log entries where relevant.
- To make yourself familiar with on line social media platforms and develop the ability to investigate any issues arising from student use of these platforms.
- Support with administrative tasks such as writing letter, emails and reports.
- Be aware of and comply with policies and procedures relating to child protection, equal opportunities, health, safety and security, confidentiality, and data protection, reporting all concerns to an appropriate person.
- Be aware of and support difference and inclusion and ensure all pupils have equal access to opportunities to learn and develop in line with our Equal Opportunities policy.
- Participate in training and other learning activities as required.
- Attend relevant school meetings as required.
- To participate in the performance and development review process, taking personal responsibility for identification of learning, development, and training opportunities in discussion with line manager.
- To comply with individual responsibilities, in accordance with the role, for health & safety in the workplace. To hold an up to date first aid certificate (or be willing to complete the relevant qualification following appointment to the post).





## General

- Be aware of and comply with policies and procedures relating to child protection, equal opportunities, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person
- Be aware of and support difference and ensure all students have equal access to opportunities to learn and develop
- Participate in training and other learning activities as required
- To respect confidentiality at all times
- To participate in the performance and development review process, taking personal responsibility for identification of learning, development and training opportunities in discussion with line manager
- At all times carry out duties with due regard to the school's safeguarding and Health and Safety policies
- To work within and encourage the school's Equal Opportunity policy and contribute to diversity policies

The Governing Body is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment

***The duties above are neither exclusive nor exhaustive and the postholder may be required by the Headteacher to carry out appropriate duties within the context of the job, skills and grade.***

---

## How to apply

When applying for this position, please use The Bromfords School application form, which can be found on our school website under Vacancies, or click here - <https://www.bromfords.essex.sch.uk/recruitment-documents/>

Please note, we reserve the right to close this vacancy early, call applicants to interview, and appoint, prior to the closing date

If you have any questions, please do not hesitate to contact Naz Choudhury, HR Assistant by email to [recruitment@bromfords.essex.sch.uk](mailto:recruitment@bromfords.essex.sch.uk)

We look forward to hearing from you.





Category	Essential	Desirable
<b>Application</b>	<ul style="list-style-type: none"> <li>• A well completed application form</li> <li>• Supportive reference/s</li> </ul>	
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>• Grade C / Grade 4/5 GCSE English and Maths</li> </ul>	<ul style="list-style-type: none"> <li>• Working knowledge of general school policies and procedures</li> <li>• Youth work/mentoring/counselling qualification.</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Experience of working with children and young people who are disaffected, not achieving their potential or facing particular challenges in or out of school.</li> <li>• Experience of working in a school/college.</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to use spreadsheets, databases and other ICT applications including Arbor.</li> </ul>
<b>Professional Skills</b>	<ul style="list-style-type: none"> <li>• Ability to work independently, use initiative and deal with an emergency in a calm and efficient manner.</li> <li>• Ability to communicate effectively, both orally and in writing, to a wide range of audiences</li> <li>• Good organisational and time management skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Relationship building.</li> </ul>
<b>Specialist Knowledge</b>	<ul style="list-style-type: none"> <li>• A clear understanding of the factors which lead to educational disaffection in young people.</li> <li>• An understanding of barriers to learning and an ability to provide strategies to overcome them.</li> <li>• Knowledge of the principles involved in giving advice and guidance to young people including confidentiality and sharing information.</li> <li>• Ability to effectively manage student behaviour in accordance with the school's behaviour management policy and procedure.</li> <li>• Ability to adhere school policies and procedures relating to health and safety, confidentiality and data protection.</li> </ul>	

	<ul style="list-style-type: none"> <li>• Knowledge of legislation, best practice and procedures for safeguarding children and young people.</li> </ul>	
<b>Personal Attributes</b>	<ul style="list-style-type: none"> <li>• Confident and personable.</li> <li>• Adaptability and flexibility in working practices.</li> <li>• A proactive attitude to work and an ability to work under your own initiative.</li> <li>• Ability to work effectively as part of a team and to form positive professional relationships with colleagues and external agencies.</li> <li>• Ability to work under pressure and to demonstrate initiative and resilience to adapt to changing circumstances.</li> <li>• Commitment to the continuing professional development of self and others within the school.</li> <li>• Ability to empathise and be positive with young people.</li> <li>• Able to engage constructively with, and relate to, a wide range of young people from different backgrounds</li> </ul>	

