

Inclusion Room Supervisor

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Reminders

The closing date for this post is **9.00am on Wednesday 14 August 2024**.



About

The Post

This post offers the successful candidate a fantastic opportunity to join our excellent school, and to work within an inspirational and supportive team of staff. The post is a full-time post, permanent for 39 weeks of the year, with an additional five days during the holidays, to be agreed. The working hours will be 36 hours a week; based around the school day timings. We are looking to appoint a person who, preferably, has experience of working in an educational setting and with relevant prior experience. For all applicants we will be seeking to identify the potential to fulfil this role. Remuneration will be SO1. The preferred start date is the September 2024, with the possibility of some training before then.

The Support Staff

The key aim for all our staff is to provide an excellent education across all subjects and across the age and ability profile. We are committed to developing the abilities, skills, and attributes of all our students, allowing them to work towards and achieve their maximum potential. The team of support staff play a critical role in the school and contribute greatly to creating an environment where expectations are high, and our students can be successful.

The Role

This is an important role in our school, and we seek to ensure that all our students fulfil their potential and are well prepared for the next stages of their lives. The appointed person will uphold our traditional values and expectations, contributing to the academic and personal successes of our students. The role involves supervising the Inclusion room and providing advice and guidance to students when appropriate. In addition, there will be a number of administrative tasks to support the smooth running of the school's pastoral structure and the organisation of support sessions to help improve outcomes for students.

Applying

HOW TO APPLY

You must either:

- complete our Support Staff application form from the school website, ensuring that all sections are fully completed; or
- submit your application via the online advertiser.

The application will include a supporting statement, which should demonstrate how your qualifications and experience make you a good candidate for the post.

SENDING YOUR APPLICATION

If sending an application form, please address your application to the Co-Headteacher's PA - Prem George. You may submit applications:

- through the 'Quick Apply' process at TES;
- by email to school@isleworthsyon.org (with a subject line of 'Job Application: Inclusion Room Supervisor'); or
- by post to: Isleworth & Syon School, Ridgeway Road, Isleworth, Middlesex, TW7 5LJ.

Applications must be received by **9.00am on Wednesday 14 August 2024**. Early application is encouraged, as we may well undertake selection processes on receipt of completed forms.

Rehabilitation of Offenders Act 1974 (Exceptions)

Isleworth & Syon School is committed to safeguarding and promoting the welfare of children and young people, and expects all staff and volunteers to share this commitment. This Act requires applicants for employment concerned with the provision to persons under the age of 18 of schooling, supervision, training or recreational facilities which allows access to children and young people, to disclose all their previous criminal convictions whether "spent" or "unspent", bind-over orders and cautions, as defined within the Act. The successful applicant will be subject to an Enhanced DBS check, references and other pre- and post-employment checks.

Equal Opportunities

The School is totally committed to avoiding all forms of discrimination as set out in the UK Equality Act (2010), and values diversity amongst its staff and for applicants for posts. The School, therefore, aims to ensure that all individuals are treated fairly and equally. Unless the job is covered by a statutory exception, we will not discriminate directly or indirectly on the grounds of: cultural background; ethnic or national origin; nationality; age; gender; sexual orientation; disability; religion; marital status; or membership of a trade union.

Read the Job Description on the next page.

Job Description

GRADE:	Scale 5	DATE:	July 2024
PATTERN:	Full time, 36hrs/wk; 40 weeks per annum (term time and one week to support school/complete tasks)		
RESPONSIBLE TO:	Assistant Headteacher - Pastoral Leader, Trustees of the School		

1. Main Purpose of the Job

- 1.1. To support the efficient and effective running of the school's Inclusion room to ensure a consistent and proactive approach to learning and behaviour management.
- 1.2. To support the school's behaviour management strategy through the day-to-day monitoring and support of students within the Inclusion room.
- 1.3. To take an active role in bespoke intervention sessions for a range of students to support behaviour for learning.
- 1.4. To represent the school in the best possible way at all times.
- 1.5. It should be noted that it is expected that the job description will evolve as both the role and the post holder develops.

2. Accountabilities

- 2.1. To liaise with the members of the Senior Leadership Team and Curriculum and Pastoral Teams as required.
- 2.2. To develop and nurture effective working relationships with a range of colleagues and members of the school community.
- 2.3. To report on students' pastoral progress when attending the Inclusion room.
- 2.4. To create a nurturing environment allowing students to be help facilitate independent learners, reflective about behaviour and encourage restorative action.

3. Duties & Responsibilities

3.1. LEARNING/SUPERVISION

- 3.1.1. Maintain the professionalism expected of an Inclusion Manager in all dealings with colleagues, students, parents and other professionals.
- 3.1.2. Be a consistent positive role model.
- 3.1.3. Communicate set work to students and offer help and guidance as required.
- 3.1.4. To create and maintain a purposeful, orderly, and supportive environment for all students.
- 3.1.5. To liaise with the SEND team to recognise and support those students with additional learning needs.
- 3.1.6. To liaise with the Curriculum and pastoral members of staff as appropriate to recognise and support students with their academic and personal progress.

3.2. STUDENT RECORDS

- 3.2.1. Maintain appropriate records of discussions with students, reporting to the relevant staff.
- 3.2.2. Keep up-to-date records of students that are sent to the Inclusion room and can track and analyse the data to support with the proactive work in reducing attendance to the room.
- 3.2.3. Support the Pastoral team with provision of data from school recording systems to allowing for monitoring and tracking attendance over time.

3.3. COMMUNICATIONS

- 3.3.1. Liaise with colleagues to ensure students in the Inclusion room are provided with appropriate and sufficient work and that completed work is conveyed to relevant staff.
- 3.3.2. Keep relevant staff informed of any issues relating to student progress while in the Inclusion room.

3.4. ADDITIONAL DUTIES

- 3.4.1. Be prepared to work flexibly to support certain activities within the Pastoral structure of the school.
- 3.4.2. Create a positive learning environment including the resources, displays and facilities within the Inclusion room.
- 3.4.3. Attend training and CPD activities as direct by Senior Staff or line manager.
- 3.4.4. Assist during fire drills / Fire emergencies and with other duties designed to keep students safe.
- 3.4.5. To assist with specific intervention strategies to support student reengagement with learning.
- 3.4.6. To develop restorative practices with the aim of improving student's behaviour and relationship with learning.

4. Knowledge & Experience

The post holder will preferably have experience of working within the secondary sector.

5. Performance Standards

Performance will be measured against outcomes in relation to set targets and progress as measured against individual and/or team development plans.

6. Additional Information

- 6.1. You will work under the direction of the Co-Headteachers, whose responsibility it is to ensure that a reasonable balance in the workload of each member of staff is maintained.
- 6.2. You will be required to undertake other duties as may reasonably be expected.
- 6.3. This job description describes the range of duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed.
- 6.4. This job description is not necessarily a comprehensive definition of the post. It will be reviewed at regular intervals and it may be subject to modification or amendment at any time, after consultation with the post holder.
- 6.5. The post requires that you should take an appropriate share of the responsibilities attached to staff generally within the school in connection with the work of the team/department and school.
- 6.6. Participate in appropriate induction programmes to support yourself and provide support for new colleagues as appropriate..
- 6.7. Take responsibility for your own career choices and for actively seeking continuing professional development opportunities.
- 6.8. Post-holders will adhere to the Staff Code of Conduct and the Dress Code for Staff and show a record of excellent attendance and punctuality.
- 6.9. Post-holders may deal with sensitive material and should maintain confidentiality in all school-related matters. Child Protection Policies and Procedures, and General Data Protection Requirements are to be followed at all times.
- 6.10. Post-holders will participate in the School's performance appraisal system.
- 6.11. Post-holders will be involved, as required, with the development of quality standards and performance measures and to ensure they are implemented and maintained.

6.12. Post-holders will provide support to students during periods of contact and help promote the values and aims of the School and a general feeling of well-being at all times.

6.13. Post-holders will undertake other work of an appropriate nature in the interests of the School, as directed by the Headteacher.

JOB HOLDER SIGNATURE:		DATE:	
PRINT NAME AND TITLE:			

LINE MANAGER SIGNATURE:		DATE:	
PRINT NAME AND TITLE:			

Read the Person Specification on the next page.

Person Specification

CRITERIA	ESSENTIAL	DESIRABLE	ASSESSMENT METHOD
Qualifications and training	<p>A-C pass or equivalent in English GCSE.</p> <p>Recent professional development.</p> <p>A willingness to attend relevant courses.</p>	Further academic qualifications.	<p>Application form.</p> <p>Proof of qualifications.</p>
Experience	Experience of working in an educational environment.	<p>A placement or work with a primary or secondary multicultural school.</p> <p>Working with disaffected young people.</p>	<p>Application form / letter.</p> <p>Interview.</p> <p>Reference.</p>
Skills, attributes, and personal qualities	<p>Written and spoken fluency in English.</p> <p>Ability to plan, monitor, evaluate and review work.</p> <p>Ability to maintain records and to provide evidence of work, progress and attainment over time.</p> <p>An excellent understanding and competence in ICT.</p> <p>Work effectively as part of a team; developing positive relationships with colleagues, students, parents/carers and other agencies as appropriate.</p> <p>Possess excellent organisational skills.</p> <p>Ability to work on own initiative and as part of a team and judge when to take decisions and when to seek advice.</p> <p>Ability to prioritise work and work to deadlines.</p> <p>Adaptability, flexibility and resilience.</p>	Ability to liaise with teaching and senior staff.	<p>Application form.</p> <p>Interview.</p> <p>Tasks.</p>
Professional knowledge & understanding	Excellent professional knowledge and understanding.	A basic knowledge of issues relating to the support that some young people require in their education.	<p>Application form.</p> <p>Interview.</p> <p>Tasks.</p>
Commitments & philosophy	<p>Commitment to high standards of professionalism.</p> <p>Commitment to supporting others achieve high standards.</p> <p>Commitment to equal opportunities and to all aspects of an inclusive education.</p> <p>Commitment to the ethos and life of the school.</p> <p>Committed to self-reflection and further professional development.</p>		<p>Application form.</p> <p>Interview.</p> <p>Tasks.</p>

Selection decisions will be based partly on the criteria outlined in this form. At each stage of the process, an assessment will be made by the appointment panel to determine how far the criteria have been met.

Criteria should be addressed on the application form and/or in the statement of application. Criteria will be further tested later in the process through interviews and other methods such as presentations.

When completing your statement of application, you should ensure that you provide supporting evidence of how you meet the criteria through reference to work or other relevant experience. We will consider any reasonable adjustments under the terms of the Equalities Act (2010), to enable an applicant with a disability (as defined under the Act) to meet the requirements of the post.