

INTERNAL EXCLUSION MANAGER and PASTORAL SUPPORT

Reports to: Deputy Principal / Senior Assistant Principal - Behaviour																				
Why	<p>Job Summary</p> <ul style="list-style-type: none"> Managing the day to day running of Internal Exclusion. Support Pastoral Team. 																			
What	<p>Main Responsibilities</p> <ul style="list-style-type: none"> Book students into IE at appropriate times depending on the incident/s. Register students. Monitor and track repeat offenders. Ensure students are on task and accessing appropriate materials including reading. Liaising with HODs and KSDs to provide appropriate resources to support learning and progress to avoid pupils' time out of class does not result in loss of learning. Monitor students to help improve behaviours. Monitor students to help improve behaviours and work with pupils in IE to identify barriers to leaving of work with pastoral team to resolve these. Support pupils with their work whilst in IE. Liaise with Pastoral Leaders to ensure restoration and appropriate support is in place to enable students to succeed in the classroom. Preparing a daily report regarding students accessing Internal Exclusion. Contributing to the safeguarding and promotion of the welfare and personal care of students. Support Pastoral Team with daily tasks and responsibilities. Support On-Call rota. Be aware of and support difference and ensure equal opportunities for all. Contributing to the overall culture/ethos/aims of the academy. Participate in training and other learning activities and performance development as required. 																			
How	<table border="1" style="width: 100%;"> <thead> <tr> <th style="text-align: left;">Competencies</th> <th style="text-align: left;">Personal Attributes (level expected when job is conducted to the required standard)</th> </tr> </thead> <tbody> <tr> <td rowspan="2">Effective communication, displaying flexibility of styles</td> <td>Excellent communication skills at all levels, both written and verbal.</td> </tr> <tr> <td>Matches content and style to the needs of the audience</td> </tr> <tr> <td rowspan="2">Systematic problem solving</td> <td>Ability to take action in solving problems whilst exhibiting judgement and a realistic understanding of issues.</td> </tr> <tr> <td>Confidence to challenge difficult or sensitive situations.</td> </tr> <tr> <td>Collaboration</td> <td>Ability to develop rapport with others and recognise their concerns and feelings</td> </tr> <tr> <td rowspan="2">Awareness of situation and others</td> <td>Recognises impact of own actions on others.</td> </tr> <tr> <td>Displays an awareness of how others' behaviour affects others' ability to work</td> </tr> <tr> <td rowspan="2">Relationship building</td> <td>Excellent interpersonal skills and the ability to relate well to students, parents/careers and outside agencies.</td> </tr> <tr> <td>Excellent interpersonal skills and ability to establish working relationship with colleagues/external agencies.</td> </tr> <tr> <td rowspan="2">Proactivity and initiative</td> <td>Actively seeking new approaches, new ideas and challenges. Be willing to innovate.</td> </tr> <tr> <td>Pro-active approach and awareness of need to develop working initiatives</td> </tr> </tbody> </table>	Competencies	Personal Attributes (level expected when job is conducted to the required standard)	Effective communication, displaying flexibility of styles	Excellent communication skills at all levels, both written and verbal.	Matches content and style to the needs of the audience	Systematic problem solving	Ability to take action in solving problems whilst exhibiting judgement and a realistic understanding of issues.	Confidence to challenge difficult or sensitive situations.	Collaboration	Ability to develop rapport with others and recognise their concerns and feelings	Awareness of situation and others	Recognises impact of own actions on others.	Displays an awareness of how others' behaviour affects others' ability to work	Relationship building	Excellent interpersonal skills and the ability to relate well to students, parents/careers and outside agencies.	Excellent interpersonal skills and ability to establish working relationship with colleagues/external agencies.	Proactivity and initiative	Actively seeking new approaches, new ideas and challenges. Be willing to innovate.	Pro-active approach and awareness of need to develop working initiatives
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Context	Interfaces	Internal/External	Seek opportunities to collaborate with other professionals beyond the academy and across the Trust.
		Financial impact/budget	Ensure resources are affordable and available to achieve improvement plans and stated strategic objectives
	Scope	People (directly/indirectly manage)	Act as a role model to the support staff in the academy, promoting consistently high expectations in a professional and courteous manner.
		Travel	You may be required to travel between campuses/sites as directed in order to meet the needs of the academy.
	Education, qualifications and experience (EQE)	<ul style="list-style-type: none"> • Educated to GCSE grade C standard in English and mathematics. • Qualified Teaching Assistant or higher qualifications. • Proven track record of working with challenging behaviour. • Experience of developing practices for supporting behaviour. 	
	Safeguarding	All adults employed by the Trust are responsible for safeguarding and promoting the welfare of children they are responsible for or come into contact with. As such, all employees will undergo relevant background checks including a Disclosure and Barring Service (DBS) Enhanced check with Barred List Check in order to satisfy our statutory obligations.	

Whilst every endeavour has been made to outline all the duties and responsibilities of the post, this document does not specify every item in detail. Where broad headings have been used, all associated duties are naturally included in the job description.