



## Job Description

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| <b>POST:</b>             | Internal Exclusion Unit Manager   |
| <b>RESPONSIBLE TO:</b>   | Deputy Principal; Assistant Principal: Behaviour & Attitudes  |
| <b>RESPONSIBLE FOR:</b>  | To develop the Internal Exclusion Provision (Reflect) offered by the Academy to reduce the need for fixed term exclusion and to manage the day to day running of the Reflect area. To support the teaching and learning of students experiencing behavioural difficulties, or who are placed in Reflect on a repeat basis; also to supervise the work of students placed in Reflect for isolated serious incidents. |
| <b>SALARY:</b>           | SCP 18 – SCP 22 (FTE £29,197 – 31,364 / Actual Salary £25,113 – 26,977)   |
| <b>LOCATION:</b>         | Leesbrook   |
| <b>WORKING PATTERN:</b>  | Monday to Friday, 37 hours per week, TTO (39 weeks per year)  |
| <b>DISCLOSURE LEVEL:</b> | Enhanced  |

### **SPECIFIC RESPONSIBILITIES:**

- A.** To manage the Internal Exclusion Unit on a day-to-day basis ensuring the inclusion of students who have been removed from timetabled learning due to challenging behaviour.
- B.** To provide an environment in which students can reflect, consider their actions and continue with education without disrupting the learning of others.
- C.** To provide an effective on-site learning experience for students with behavioural difficulties who have been placed in Reflect for the day.
- D.** To help reduce the number of fixed term exclusions through the use of the Reflect provision.

### **MAIN RESPONSIBILITIES:**

- To supervise designated students who have been placed in Reflect as a result of poor behaviour.
- To manage behaviour, as required, around the Academy site.
- To co-ordinate work for students placed in Reflect ensuring staff know who to invite to lessons remotely.
- To provide equipment appropriate to the needs of the designated students.
- Maintain an accurate record of the students placed in inclusion and the reasons for their being there .
- To ensure that all policies of the Academy, including those concerning behaviour, health and safety, use of physical interventions and child protection, are implemented in the provision.
- To ensure that students return to lessons as soon as practically possible.

- To liaise with Academy Leadership Team and classroom teachers about individual student behaviour.
- Reduce disruptive behaviour.
- To support students in creating targets and suggesting different ways to emotionally regulate their behaviour so they can return to timetabled lessons more successfully.
- To track and monitor students' day and intervene as required to ensure they are as successful as possible, including the use of behaviour management techniques.

### **SUPERVISION/MANAGEMENT OF PEOPLE:**

The post holder will work with one other members of staff in the Reflect provision. Post holder will work closely with senior staff to negotiate the earliest return to lessons, co-ordinating work for students and deciding if students should be placed in inclusion.

### **CREATIVITY AND INNOVATION:**

- The postholder must ensure that established administrative practices and procedures are always adhered to
- The postholder will be required to use initiative in undertaking research for the collating of management information and in the preparation and presentation of reports/correspondence
- The post holder will continually review practices and procedures

### **CONTACTS AND RELATIONSHIPS:**

Daily contact with SLT, Pastoral/Inclusion Team and other teaching or non-teaching staff in exchange of information concerning individual student behaviour

### **DECISIONS:**

**Discretion** – Complete discretion is required when dealing with all student information

**Consequences** – Data Protection issues; inaccurate input of data could affect student progress

### **RESOURCES:**

- The postholder will have responsibility for inputting data on to the Academy administrative computer system
- The postholder would not normally have any direct responsibility for cash or equipment taken off the premises



**WORK ENVIRONMENT:**

- Work Demands** – Works to an established programme of tasks that may be interrupted from time to time
- Physical Demands** – Normal physical effort in lifting and handling stationery, files etc which should be carried out in strict accordance with Health and Safety legislation
- Working Conditions** – The post holder will be required to work with students who may become emotional, abusive or physically threatening when challenged.

**WORK CONTEXT:**

The job requires contact with staff, students, parents and outside agencies

**D. Safeguarding children and young people**

Oasis is committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate checks, including an enhanced DBS check.

**OTHER:**

**The above responsibilities are subject to the general duties and responsibilities contained in the Statement of Conditions of Employment.**

**The duties of this post may vary from time to time without changing the general character of the post or level of responsibility entailed.**

**Signed:**

|                   |  |                      |  |
|-------------------|--|----------------------|--|
| <b>Employee:</b>  |  | <b>Line Manager:</b> |  |
|                   |  |                      |  |
| <b>Print Name</b> |  | <b>Print Name</b>    |  |
| <b>Date</b>       |  | <b>Date</b>          |  |

# INTERNAL EXCLUSION UNIT MANAGER

## PERSON SPECIFICATION

### Our Purpose

Oasis Academies exist to provide a rich and balanced educational environment which caters for the whole person – academically, vocationally, socially, morally, spiritually, physically, emotionally and environmentally. Our task is to serve our students as well as to provide a learning hub for the entire community. In this way we will raise aspirations, unlock potential and work to achieve excellence through encouraging a ‘can do’ culture which nurtures confident and competent people.

### Oasis Community Learning Ethos

Our ethos is an expression of our character – it is a statement of who we are and therefore the lens through which we assess all we do. Our work is motivated and inspired by the life, message and example of Christ, which shapes and guides every aspect of each of our Academies. This is foundational to our belief that all people are created and loved by God as equal and unique beings, and to our commitment to model inclusion and compassion throughout all the aspects of the life and culture of each Academy community.

For further information, please refer to the Oasis Community Learning Purpose, Ethos and Values document which accompanies this job description.

|                                  | Essential  | Desirable   |
|----------------------------------|--|---|
| Qualifications                   | <ul style="list-style-type: none"> <li>GCSE C or above in English and maths</li> </ul>   | <ul style="list-style-type: none"> <li>Degree or teaching certificate</li> </ul>  |
| Experience, skills and knowledge | <ul style="list-style-type: none"> <li>Experience of working with challenging students</li> <li>Good organisational skills</li> <li>Ability to take initiative</li> <li>Good communication skills</li> <li>Good working knowledge of schools and education</li> <li>Proven ICT skills, with a track record in report production</li> <li>Ability to analyse data and produce meaningful written reports</li> </ul> | <ul style="list-style-type: none"> <li>Experience of working in a school environment</li> <li>Knowledge of Academy MIS and behavioural systems</li> </ul> |

|                           |  |  |
|---------------------------|--|--|
| <p>Personal qualities</p> | <ul style="list-style-type: none"> <li>• Ability to work confidentially</li> <li>• Ability to work as part of a team</li> <li>• Commitment to safeguarding and promoting the welfare of children and young people</li> <li>• Willingness to undergo appropriate checks, including enhanced DBS checks</li> <li>• Motivation to work with children and young people</li> <li>• Ability to form and maintain appropriate relationships and personal boundaries with children and young people</li> <li>• Emotional resilience in working with challenging behaviours and attitudes to use of authority and maintaining discipline</li> <li>• Have a willingness to demonstrate commitment to the values and behaviours which flow from the Oasis ethos.</li> </ul> |  |
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