

Upper Shirley High School
Bellemoor Road
Southampton SO15 7QU
Co-ed Comprehensive (11-16)
Tel: 023 8032 5333

Role: Internal Exclusion Co-ordinator

Hours: 37 hours per week (Term time only)

Grade: 6

Actual Salary Range: £ 16,853 to £19,390 (depending on experience). FTE Range £19,694 to £22,658

Start date: As soon as possible

The Internal Exclusion Coordinator will work alongside the Guidance Team to raise educational achievement of identified vulnerable students. Their key role will be to support and deliver alternative provision for students who have been given the serious consequence of an exclusion that takes place at USH rather than at home.

The postholder will therefore be required to supervise students who have been withdrawn from lessons, working with them and their teachers to ensure there is a minimal disruption to learning.

The successful candidate will:

- Have energy and a “can do” philosophy
- Be able to demonstrate qualities of patience, firmness and sensitivity in establishing relations with students and staff
- Have some knowledge of effective intervention programmes and the use of restorative practices
- Have experience of and commitment to working with young people with emotional difficulties or challenging behaviour
- Experience of working with children with additional needs and be strong with behaviour management
- Have strong communication skills

We can offer you:

- A dedicated team who place students at the heart of everything
- Amazing students who are proud to be part of the school
- An open and honest professional culture and learning community

Do you have the desire and ambition to work in a supportive, energetic and innovative school where students are making significant and sustained progress? If so please apply.

Full details and an application form can be downloaded from our website www.ushschool.org (under the ‘Staff’ section). Please ensure all sections of our application form are filled in and you include a statement highlighting evidence of your work with children and the impact that this has had. Please ensure you explain all gaps in employment. We do not accept CVs.

We positively encourage prospective candidates to visit our school prior to applying, please contact our Guidance Team Leader, to arrange this. Her email address is: Karen.Wright@ushschool.org

Closing Date: Monday 8th January 2018 at Midday

Interview Date: Monday 15th January 2018

Our school is committed to safeguarding and promoting the welfare of children and an enhanced DBS will be required for this post.

Post:	Internal Exclusion Coordinator
Responsible to:	Guidance Team Leader
Grade:	6
Hours:	37 hours a week, term time only

Job Purpose:

The Internal Exclusion Coordinator will work alongside the Guidance Team to raise educational achievement of identified vulnerable students through support and alternative provision when internal exclusion is used as a consequence for poor behaviour

Principle Aim:

- To supervise all students who are withdrawn from lessons, liaising with staff across the school to ensure these students continue to learn during this serious consequence and can then transition back into the mainstream of the school

Key Tasks:

- To be responsible for the supervision of all students who are withdrawn from lessons and given a period of time in the internal exclusion facility. This includes the 'after-school' provision for students who are given a period of internal exclusion outside of the school day (2pm until 5pm).
- To keep detailed records of each student's progress based on careful observations and assist in the assessment of the student's special educational needs according to the SEN code of practice. To produce written reports for staff where required.
- To support students individually through bespoke 1:1 and small group programmes when withdrawn from lessons, including self-regulation and mental health concerns.
- Develop constructive relationships with students and interact with them according to individual needs using the tools of Restorative Practice to support development.
- Promote high expectations of behaviour, dealing promptly with conflict and incidents in line with established policies and encourage students to take responsibility for their own behaviour.
- Ensure all appropriate information and communications are disseminated to appropriate staff.
- Comply with all policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- To report to the Guidance Team Leader on issues relating to a student's progress, level of support and other professional matters.
- To attend and contribute to the regular team meetings and development sessions and external training as appropriate.
- To attend staff briefing and staff meetings in accordance with direction from the Guidance Leader.

Support for Students:

- To develop an understanding of the needs of identified students.
- To take into account the students special needs and ensure their access to the curriculum and its content through appropriate clarification, explanations, equipment and materials.
- To support the behavioural and emotional needs of the students in line with school policies.
- To supervise, scribe, read and invigilate for external examinations where required.
- To promote inclusion and acceptance of all students.
- To provide feedback to students in relation to progress, achievement and behaviour.
- To work as part of a team in relation to individual students, liaising, advising and consulting where appropriate.

- To be aware of school policies and procedures, including those relating to confidentiality and Child Protection.
- Contribute to the overall ethos, work and aims of the school by attending meetings and training sessions.
- To carry out lunchtime and break time duties.

Key Responsibilities:

Daily/Weekly:

- Supervise all students who are withdrawn from lessons and given a period of time in IE.
- Liaise with staff regarding key students, collating appropriate work for the students to complete in IE.
- Liaise with teaching staff regarding transition back into lessons.
- Contact parents as required regarding specific concerns.
- Update SIMS as required.
- Attend reintegration meetings as a result of Exclusions or prolonged absence from school.
- Be responsible for Internal Exclusion Room, ensuring it has a tidy, calm, working atmosphere to support the students.
- Support the Mediation Team where required.

Termly / ½ Termly:

- Meet with all students and review key students who have had repeated periods of time in IE.
- Liaise with parents of identified students, giving a progress report.
- Work with the Guidance Team Leader on creating a half termly report that outlines the progress of identified students.

Supporting the school

At an appropriate level, according to the job role, grade and training received, all employees in the school are expected to:

- Support the aims, values, mission and ethos of the school and participate in a team approach to all aspects of school life.
- Attend and contribute to staff meetings and INSET days as required, and identify areas of personal practice and experience to develop.
- Take appropriate responsibility for safeguarding and children's welfare and be aware of confidential issues linked to home/child/teacher/school and keep confidences appropriately.
- Be aware of health and safety issues and act in accordance with the school's H&S Policy.

Other Duties

The postholder may be expected to carry out duties other than those given in the job description where the level of responsibility is similar and he/she has appropriate qualifications or receives appropriate training to carry out these duties.

The postholder must:

- Ensure that trust policies and procedures are implemented and followed;
- Work as appropriate with the Trust Central Services team in matters relating to finance, HR, IT and Health and Safety

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SKILLS/ ABILITY/ EXPERIENCE	TO DO WHAT?	HOW WELL? NOW OR WITH TRAINING?	HOW IMPORTANT AT THE TIME OF APPOINTMENT?
<p><u>KNOWLEDGE</u></p> <p>English and Maths to GCSE Grade C or equivalent</p> <p>Some experience in the support of the emotional literacy of students and the use of Restorative Practice techniques</p> <p>Previous experience of working with children with social, emotional and behavioural difficulties, and with their parents</p>	<p>To demonstrate a good level of numeracy and literacy</p> <p>To understand students' barriers to learning and enable them to overcome these</p> <p>To understand, support and engage the children</p> <p>To form good, positive working relationships with the parents</p>	<p>Now</p> <p>Desirable now – or MUST be willing to undertake training</p> <p>Essential now</p>	<p>5</p> <p>4</p> <p>5</p>
<p><u>MENTAL SKILLS</u></p> <p>Ability to plan in short/medium term</p>	<p>To plan work activities for groups of children who may display a variety of behavioural difficulties</p>	<p>Now</p>	<p>5</p>
<p><u>INTERPERSONAL & COMMUNICATION SKILLS</u></p> <p>Ability to communicate effectively with a range of audiences through excellent written and oral communication skills</p>	<p>To establish positive and respectful relationships with students and parents, to enable effective support, advice and counselling to be provided</p>	<p>Now</p>	<p>5</p>

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<p><u>PHYSICAL SKILLS</u></p> <p>Keyboard skills</p>	<p>To produce reports and documentation</p>	<p>Now</p>	<p>3</p>
<p><u>INITIATIVE & INDEPENDENCE</u></p> <p>Ability to work on own initiative and to organise/prioritise own workload</p>	<p>To work independently and to make decisions on day to day issues without recourse to senior management</p>	<p>Now</p>	<p>4</p>
<p><u>PHYSICAL DEMANDS</u></p> <p>N/A</p>			
<p><u>MENTAL DEMANDS</u></p> <p>Ability to concentrate on detailed work for prolonged periods of time</p> <p>Ability to deal with conflicting priorities and cope with pressure</p> <p>Awareness of needs/demands of young children (particularly those with specific behavioural/emotional needs) and how they act/react</p>	<p>To analyse data, produce reports, concentrate in meetings etc</p> <p>To manage interruptions to and meet deadlines</p> <p>To react to children’s needs and demands and to ensure their safety and welfare</p>	<p>Now</p> <p>Now</p> <p>Awareness now</p>	<p>5</p> <p>5</p> <p>5</p>

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<u>EMOTIONAL DEMANDS</u>			
Ability to work with, support, understand and empathise with children who may have a complex range of emotional, behavioural and physical needs	To work with individuals or groups of children who are experiencing social, emotional and/or behavioural difficulties and to establish relationships with their parents	Ability/aptitude essential now. Training given in specific procedures	5
Ability to remain calm when working with students, utilising the tools and techniques of Restorative Practice (RP)	To listen to children, establish relationships and (in accordance with school policies and procedures) be able to act/deal appropriately with emotionally difficult situations	Ability to adapt techniques to RP if no experience	4
<u>RESPONSIBILITY FOR PEOPLE</u>			
Understanding of key safeguarding issues and procedures	To ensure correct reporting and monitoring of any safeguarding issues arising across the school; To maintain appropriate levels of confidentiality and data security in respect of personal / student / colleague information	Good understanding now – training given in specific school procedures	5
<u>RESPONSIBILITY FOR SUPERVISION</u>			
N/A			

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<p><u>FINANCIAL RESPONSIBILITY</u></p> <p>N/A</p>			
<p><u>RESPONSIBILITY FOR PHYSICAL RESOURCES</u></p> <p>Ability/experience in using school computer systems (SIMS) and general office systems (MS Word etc)</p>	<p>To produce documentation and correspondence; maintain confidential records; run reports and analyse data</p>	<p>Ability now; training given in specific systems</p>	<p>3</p>