

## **Job Description**

**Internal Exclusion Room Co-ordinator**

**35 Hours per week, term time only**

**Start 8.20am to 4pm**

**ACCOUNTABLE TO:** Learning Support Centre Co-ordinator (Line and Performance Manager)

**PURPOSE OF JOB:** To co-ordinate the school's, alternative to exclusion, room (internal exclusion); as part of the school's student behaviour management strategy.

## **KEY AREAS AND ACCOUNTABILITIES**

1. To co-ordinate and supervise internal exclusion.
2. To co-ordinate and manage administration pertaining to internal exclusion.
3. Maintain appropriate standards of behaviour in the room in accordance with school policy.
4. To liaise with Learning and Assistant Learning Co-ordinators, Learning Mentors and Senior Management in regards to internal exclusion referrals.
5. Conduct interviews with students in the facility to ensure they are aware of the procedures and required standards and to reinforce the reasons for the sanction.
6. Maintain appropriate records of discussions with students, reporting to the relevant staff.
7. To communicate to staff the daily internal exclusion register.
8. To provide half termly statistical reports and analysis on internal exclusion referrals.
9. To maintain accurate records and update the school information management system (SIMS) with accurate information regarding internal exclusion.
10. To develop programmes of work for student to complete during internal exclusion in liaison with Heads of Curriculum Areas so that student learning is maximised.
11. To develop restorative practices in an attempt to modify and improve behaviour, and improve relationships between students and staff. Complete exit interviews with students, complete the appropriate records and communicate with staff.
12. Challenge and motivate students to promote and reinforce high levels of self-esteem.
13. Liaise with colleagues to ensure students in the facility are provided with appropriate and sufficient work and that completed work is conveyed to relevant staff.
14. Communicate set work to students and offer help and guidance as required.
15. To lead parts of meetings specific to internal exclusion and behaviour management strategies.
16. Support student management strategies and policies of the school and undertake additional duties (when no student has been referred) eg. On call, in-class behaviour support, student mentoring.

## **GENERAL**

- To attend School and relevant wider based training sessions as required or necessary.
- To attend meetings and undertake duties as reasonably directed by the Headteacher.

## PERSON SPECIFICATION

	Essential	Desirable
<b>Qualifications</b>		
Relevant training for working with young people aged between 11–19	✓	
NVQ accreditation in a relevant subject or area		✓
GCSE C grade or higher (or equivalent) in Maths and English	✓	
<b>Experience</b>		
Experience of working with young people aged 11–19	✓	
Proven track record of successfully working with disaffected young people	✓	
Experience of working in a secondary school setting		✓
Experience of assisting students with their learning	✓	
<b>Skills / Abilities / Knowledge</b>		
An ability to communicate effectively with teachers, students, parents and multi agencies	✓	
An ability to work autonomously and as part of a team.	✓	
Good organisation, time management, communication and interpersonal skills.	✓	
Good research and planning skills	✓	
Knowledge of the main aspects of the organisation of secondary schools		✓
Knowledge of the principles involved in giving advice and guidance to young people including the place of confidentiality and sharing information	✓	
Knowledge of the rights and responsibilities of parents		✓
The ability to liaise with and gain the confidence of all school staff	✓	
A clear understanding of the factors which lead to educational disaffection in young people	✓	
Knowledge and understanding of strategies to remove barriers to learning in young people	✓	
Knowledge of the range of additional support/agencies available for students		✓
Good ICT skills	✓	
The ability to work flexibly	✓	
Patience, resilience, tolerance and a genuine understanding of the difficulties that students may encounter with their school and home life	✓	
The ability to find creative and imaginative solutions to problems		✓
The ability to produce detailed, concise evaluative reports	✓	
<b>Attitudes</b>		
A commitment to and an enthusiasm for the post	✓	
Adaptability and a professional approach to the responsibilities of the post	✓	
An understanding of and commitment to the equal opportunities policies of the LA, and the School	✓	
An eagerness to gain experience, expertise and professional development through this position.	✓	

The successful candidate must pass the required health and enhanced DBS checks.