

The Sanders School - Job Profile

JOB TITLE:	Internal Isolation and Admission lead
GRADE:	Scale 6 (points 18-20)
HOURS:	36 hours per week/ 39 weeks per year
WORKING PATTERN:	TBC
CONTRACT:	1 year contract (1st September 2021 – 23rd July 2022)
ACCOUNTABLE TO:	Senior Leadership Team

The following provides the overall strategy and remit of the post holder. It should be read in conjunction with the Appraisal documentation to provide the key impact and outcomes expected for the academic year ahead. It is not intended as an exhaustive 'job list', but identifies key role descriptors that the post holder is accountable for. The school expects staff to work flexibly and with initiative to improve student outcomes, and as such a post holder may be required to carry out other reasonable tasks as requested by the Head Teacher.

Key Role Descriptors

The role of the Internal Isolation Supervisor is to co-ordinate the school's alternative to exclusion room, (internal exclusion); as part of the school's student behaviour management strategy:

- To co-ordinate and supervise internal exclusion.
- To co-ordinate and manage administration pertaining to internal exclusion.
- Maintain appropriate standards of behaviour in the room in accordance with school policy.
- To liaise with key staff and senior leaders in regards to internal exclusion referrals.
- 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.
- Maintain appropriate records of discussions with students, reporting to the relevant staff.
- To communicate to staff the daily internal exclusion register.
- To provide statistical reports and analysis on internal exclusion referrals.
- To maintain accurate records and update the school information management system (SIMS) with accurate information regarding internal exclusion.
- To administer programmes of work for student to complete during internal exclusion in liaison with Director of Faculty so that student learning is maximised.
- Challenge and motivate students to promote and reinforce high levels of self-esteem.
- 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.
- Communicate set work to students and offer help and guidance as required.
- To attend and support meetings specific to internal exclusion and behaviour management strategies.
- Support student management strategies and policies of the school and undertake additional duties e.g.

Visibility – especially when no student has been referred.

- Contribute to team self-review and the development of professional practice in the school/department/team. (For the avoidance of doubt, this will involve attending meetings, including staff meetings).
- Take part in relevant training and development, assessment of performance (in accordance with school policy and practice) and an agreed programme of personal professional development.
- Communicate with parents and carers about the education and welfare of their children and contribute to parent meetings and reports where appropriate.
- Work in accordance with the values, culture, ethos, equal opportunities and inclusion policies of the school proactively promoting anti-racist, anti-sexist and anti-discriminatory behaviours.

- Take appropriate action to identify, analyse and minimise any risks to health, safety and security in the working environment.

Admissions

- Responsible for student admissions/transfers administration and class membership within SIMS. CTF files and liaising with other schools.
- Liaise with relevant staff (IE MEDICAL, SEND & HOY) when students leave the school & provide admin support for HOY leavers (IE paper files)
- Use computerised management information systems and/or paper based filing systems to enter, record and retrieve data, supply information in response to requests and make returns required by a variety of different audiences including Year Leaders, SLT and Governors. This to include statutory returns e.g. School Census
- Use of SAMs and other supporting systems to track, monitor and complete administrative duties in relation to admissions.
- Provide data and support in completion of reports for SLT, Governors and external agencies.
- Liaise with and support SLT and HOY in admissions process including administration and arrangements of admissions.
- Point of contact for parents and carers in relation to admissions and deal with queries and support during admission and application process.
- Supporting the schools transition process in terms of admissions for new year 7 cohort.

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 Head Teacher.

Notes:

1. The school expects its employees to work flexibly within the framework of the duties and responsibilities specified above. This means the postholder may be expected to carry out work that is not specified in the job profile but which is within the remit of the duties and responsibilities.
2. Staff in schools work subject to statute and many policies and procedures. The postholder will be expected to become familiar with these and work in accordance with them.
3. This is a new job profile for a new post. It will be subject to review with the postholder after one year and may then be reviewed from time to time.

Person Specification - Internal Isolation Supervisor and Admission lead

Skills and Abilities

Relevant training for working with young people

NVQ accreditation in a relevant subject or area

GCSE C grade or higher (or equivalent) in Maths and English

Experience of working with young people

Ideally a track record of successfully working with disaffected young people

Suitable for those with experience of working in a secondary school setting

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 and use of Google, SIMs

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

Positive attitude

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 School

An eagerness to gain experience, expertise and professional development through this position.

Core Professional Expectations at Sanders School

All staff must

- demonstrate the utmost responsibility for safeguarding and promoting the welfare of young people especially to Prevent, Radicalisation: Child Protection and FGM
- have an unstinting commitment to raising the educational achievement of each and every student
- have high expectations for all learners
- demonstrate effectively the positive behaviour and attitudes expected from students
- build positive relationships by treating all community members with consistency, respect and consideration
- work effectively as part of a team, demonstrating co-operation, mutual support and reflective practice
- observe confidentiality, freedom of information and copyright in a manner consistent with legal requirements.
- maintain the highest standards of honesty and integrity in the management and administration of duties, including School property and finance
- avoid bringing the reputation and standing of the School or profession into disrepute
- avoid misuse or misrepresentation of professional position, qualifications or experience
- display ownership and proactiveness in completion of continuing professional development
- act as a role model of professional practice for others, modelling effective strategies with