



## Job Description

<b>Post Title:</b>	<b>Internal Exclusion (First Day Response) Co-ordinator</b>
<b>Post No:</b>	
<b>Purpose:</b>	<p>To ensure the smooth running of the internal exclusion room, with direct responsibility for the behaviour and well-being of students in the exclusion room.</p> <p>This includes:</p> <ul style="list-style-type: none"> <li>• Daily supervision of students in the (First Day Response) Exclusion Room</li> <li>• Logging of behaviour referrals and detentions</li> <li>• Support for behaviour improvement</li> <li>• Overseeing restorative work to support successful returns from exclusion</li> </ul>
<b>Reporting to:</b>	Governors, Headteacher & Head of Guidance
<b>Liaising with:</b>	Head of Guidance, learning co-ordinators, attendance team, inclusion team, teaching & classroom based support staff.
<b>Working Time:</b>	Full time (37 hours per week), Term-time only (38 weeks), Fixed Term; 1 year.
<b>Salary/Grade:</b>	Grade 5
<b>Disclosure level</b>	Enhanced

## MAIN (CORE) DUTIES

### **1: Daily Supervision of the Internal Exclusion Facility (FDR):**

- To ensure the smooth running of the internal exclusion room, with direct responsibility for the behaviour and well-being of students in the exclusion room.
- To effectively manage and ensure the consistent smooth running of the school's internal Exclusion (FDR) room, exercising highly developed and pro-active negotiating and interpersonal skills to ensure the appropriate behaviour of potentially demanding students.
- To co-ordinate and manage administration pertaining to internal exclusion and all interventions.
- To improve the behaviour of students by providing a proactive approach and immediate response to any behavioural issues.
- To implement restorative approaches to improving student behaviour.
- To establish productive working relationships with students, acting as a role model.
- To provide information and advice to enable students to make choices about their own learning/behaviour/attendance.  
To challenge and motivate students, promote and reinforce self-esteem.
- To ensure that students within the exclusion room continue to learn effectively.
- To provide feedback to stakeholders on students' conduct and work ethic and work completion.
- To plan and monitor an exit strategy and monitor identified students following their return to classes from the exclusion room.
- To provide half termly statistical reports and analysis on internal exclusion referrals and trends

### **2: Support for Attendance Team (Lates)**

- To liaise with relevant staff to improve student behaviour, attendance and punctuality.
- To support punctuality and behaviour of all students by the running of detentions.
- To liaise with the attendance manager to monitor punctuality and organise the running of lates detentions.

### **3: General**

- To deal with incidents, maintain good behaviour and provide support. This includes unstructured times of the day including before registration, break times, lunch times and after the end of the school day.
- To deliver sessions / activities to identified students as part of CCC's Early Help procedure
- To provide appropriate pastoral support to all students, parents/carers and staff within the school.
- To support students and parents to improve student behaviour, attendance and punctuality and communicate effectively with parents.
- To contact parents/ carers or members of the public in relation to student behaviour, both in school and the surrounding community as required.
- To be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to the appropriate person
- To attend training that is identified as essential professional development.
- To undertake any duties that might be reasonably requested by the Headteacher.

This post is subject to Enhanced Disclosure procedures.

<b>Other Specific Duties:</b>
<p>Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.</p> <p>Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.</p> <p>Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.</p> <p>The College will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.</p>
<p>This job description is current at the date shown, but following consultation, may be changed by Management to reflect or anticipate changes in the job which are commensurate with the salary and job title.</p>

Date

**Person Specification**

	<b>Essential</b>	<b>Desirable</b>
<b>Qualifications</b>		
Relevant training for working with young people aged between 11-19	X	
NVQ accreditation in a relevant subject of area		X
GCSE Grade C or higher in Maths and English	X	
<b>EXperience</b>		
Experience of working with young people aged 11-19	X	
Proven track record of successfully working with students at risk of disengaging	X	
Experience of working within a secondary school setting		X
Experience of assisting young people with their learning	X	
<b>Skills/Abilities/Knowledge</b>		
An ability to communicate effectively with students, colleagues and parents/carers	X	
Ability to work under own initiative and as part of a team	X	
Good organisation, time-management, communication and interpersonal skills	X	
Knowledge of the main aspects of the organisation of secondary schools		X
A clear understanding of the factors which can lead to young people disengaging from education	X	
Knowledge and understanding of strategies to remove barriers to learning in young people	X	

	Essential	Desirable
Patience, resilience and tolerant with a genuine understanding of the difficulties students may encounter with their school and home like	X	
The ability to find creative and imaginative solutions to problems		X
The ability to manage and input relevant data and maintain effective record keeping	X	
The ability to produce detailed, concise evaluative reports	X	
Effective use of ICT packages and good keyboard skills	X	
Attitudes		
A commitment to and an enthusiasm for the post	X	
Reliable, approachable and non-judgemental	X	
Adaptability and a professional approach to the responsibilities of the post	X	
Able to challenge negative behaviours and assumptions	X	
An understanding and commitment to equal opportunities	X	
An eagerness to gain experience, expertise and professional development through this position	X	