

Northumberland County Council  
**JOB DESCRIPTION**

<b>Post Title:</b>	Inclusion Team Leader	<b>Director/Service/Sector</b> Education and Skills Service, Wellbeing and Community Health Services		<b>Office Use</b>
<b>Band:</b>	7	<b>Workplace:</b> County Hall		JE ref: 3628 HRMS ref:
<b>Responsible to:</b>	<b>School Admissions and Inclusion Manager</b>	<b>Date:</b> October 2019	<b>Manager Level:</b>	
<b>Job Purpose:</b> <ul style="list-style-type: none"><li>• To support the School Admissions and Inclusion Manager in the operation and development of the Inclusion Service.</li><li>• To be responsible for the supervision and line management of Inclusion Support Workers in case work, appraisal and development through training.</li><li>• To promote inclusion, particularly for vulnerable children e.g. those in child protection systems and to promote the inclusion of these pupils through collaboration with other agencies whilst being responsible for own caseload.</li></ul>				
<b>Resources</b>		Staff	Line Management of Inclusion Support Workers - supervision and case management – 5 officers	
		Finance	Accountable for expenditure from an agreed budget	
		Physical	Responsibility for resources to support everyday work across a wide range of schools	
		Clients	Children, young people and their families, schools/academies and other agencies.	
<b>Duties and key result areas:</b> <p>To advise the School Admissions and Inclusion Manager on all matters associated with the post of Inclusion Team Leader, and to deputise for the manager when appropriate.</p> <p>To be responsible for the supervision and line management of Inclusion Support Workers ,including all aspects of active supervision, reasonable workload allocation, structured monitoring of workload levels and work standards, successful motivation and the identification and provision of appropriate training and development opportunities.</p> <p>Set up robust systems, including data and case management systems, to ensure the Inclusion Officer’s (IO’s’) interface effectively with other professionals.</p> <p>To participate in and contribute to the development and planning of the service, and assist in the recruitment and training of staff, where appropriate..</p> <p>To ensure that IO’s work towards achieving key service delivery objectives as set out in the School Organisation and Resources Development Plan and Director of Education’s Service statement.</p> <p>To comply with Department policy, procedures and guidance in relation to the responsibilities placed on the Local Authority by statute, regulation and Government guidance with schools and provide and promote high standards of professional practice</p> <p>To represent the Local Authority at statutory Governing Body exclusion review meetings and Independent Review Panels to ensure DfE guidance is followed in relation to all aspects of permanent exclusion.</p>				

To fulfil the Local Authorities statutory responsibility by ensuring permanently excluded learners access full time, education within the statutory time frames

To monitor the placements of all permanently excluded pupils via regular review meetings with a specific focus on outcomes and keeping children safe in alternative provision.

To participate in child protection procedures, as appropriate, including making education contribution to design and implementation of child protection plans

To make case recordings and maintain case management records in accordance with Departmental and professional requirements.

To prepare and provide to an agreed standard reports for planning meetings, conference and other professional forums

To work in a manner that will promote the best interest of the child, young people and their families.

To participate in meetings or working groups designed to look at particular needs or contemporary issues and promote solutions.

To contribute pro-actively and with a preventative emphasis to relevant areas of school policy and planning including the development of appropriate behaviour management strategies and liaison with governors as appropriate.

The duties and responsibilities highlighted in this Job Description are indicative and may vary over time. Post holders are expected to undertake other duties and responsibilities relevant to the nature level and scope of the post and the grade has been established on this basis.

#### **Work Arrangements**

Physical requirements:	Physically able to meet the demands of the job which may include challenging behaviour, which can be emotionally demanding
Transport requirements:	To be able to meet the transport requirements of the job.
Working patterns:	To visit schools, homes, work sites, throughout the county on a regular and routine basis. Full Time post. Lone working .Some after normal working hours required. Flexi practices apply
Working conditions:	Office based and field work

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PERSON SPECIFICATION**

<b>Post Title:</b> Inclusion Team Leader	<b>Director/Service/Sector:</b> Education and Skills Service, Wellbeing and Community Health Services	Ref:
		<b>Assess by</b>
<b>Knowledge and Qualifications</b>		
<b>Essential</b>  Recognised professional degree or equivalent qualification in Education/ Social Work/ Teaching Knowledge of contemporary and relevant legislation, especially the Education Act 2002, as amended by the Education Act 2011; • the School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012; • the Education and Inspections Act 2006; • the Education Act 1996; and • the Education (Provision of Full-Time Education for Excluded Pupils) (England) Regulations 2007, as amended by the Education (Provision of Full-Time Education for Excluded Pupils) (England) (Amendment) Regulations 2014 Knowledge of services provided by the Local Authority for educational arrangements in the County. Knowledge of Local Authority services for children in need and their families. Knowledge of current requirements and pressures on schools/academies, including expected Ofsted standards	<b>Desirable</b>  Post qualification awards in subjects related to child and family work and /or Education Related Child care qualification High standard of general level of education at the secondary level to GCSE 'A' Levels or equivalent which must include English and Mathematics. Recognised management qualification	
<b>Experience</b>		
At least two years' experience of working in an educational setting for a Local Authority, with a proven track record of success in this role Experience of working with children and families in an education setting, social care setting, in a voluntary or paid capacity, or during professional training. Experience of working with vulnerable young people within an education setting. Experience of Exclusion Regulations.	Assessing the needs of children in need and their families and implementing plans. Experience of working in an Education/ Children's Services Directorate. Experience of working in a school Experience of managing a team. Experience of the implementation of Thrive practices in an education setting.	
<b>Skills and competencies</b>		

<p>Demonstrate skills in working with children and their families.  Dealing with children, young people and families whose behaviour can be challenging and emotionally demanding.  Ability to work under pressure and to deadlines and ability to work jointly with colleagues from this and other Directorates/Agencies.  Ability to write informed and concise reports.  Ability to persuade and negotiate, with headteachers and education providers to deliver the best educational outcomes for permanently excluded or vulnerable pupils. Ability to manage time effectively and organise own work.  Good written and verbal communication skills.  Ability to be confident and effective in challenging situations  Ability to use computer based information systems</p>		
<p><b>Motivation</b>  Commitment to Inter-Agency working and to the provision of high quality services for young people and their families.  Commitment to access to education for all.  Commitment to equal opportunity and anti-discriminatory practice  Demonstrate integrity and uphold values and principles.</p>		
<b>Physical, mental and emotional demands</b>		
<p>Dealing with children, young people and families whose behaviour can be challenging and emotionally demanding.</p>		