Hill View Junior Academy

Headteacher: Mrs H Sutton
Queen Alexandra Road, Sunderland, SR2 9HE.
Tel: 0191 594 7982 | www.hillviewjuniors.co.uk | E.Mail: office@hvj.org.uk

Post Title: Inclusion Base Manager

Grade/Scale: Grade 5 SCP 17 - 22

Salary: £32,046 - £34,811 FTE (pro rata to hours and weeks worked)

Hours of work: 31 hours per week, term time only to include inset days (39 weeks annually)

Job Location: Hill View Junior Academy

Responsible to: Headteacher/Board of Directors

Purpose of Job:

- To lead and manage the day-to-day operation of Inclusion Base, providing a safe, nurturing and highly inclusive learning environment for pupils who experience additional barriers to learning, engagement, attendance and participation in mainstream education.
- The Inclusion Base Manager will be responsible for delivering a personalised, ambitious and engaging programme of learning and support that meets pupils' individual educational, social, emotional and developmental needs.
- The postholder will promote a culture of meaningful inclusion, ensuring that pupils accessing Inclusion Base remain valued and active members of the wider school community, with appropriate opportunities to access mainstream lessons, activities, relationships and experiences.
- Working closely with the Headteacher, Senior Leadership Team (SLT), Special Educational Needs Coordinator (SENDCO), teaching staff, families and external professionals, the postholder will support pupils to achieve positive outcomes, develop independence and, where appropriate, increase their successful participation in mainstream learning.

MAIN DUTIES

Leadership and Management of Inclusion Base

- Lead the daily organisation, management and effective operation of Inclusion Base, ensuring a calm, structured, safe and nurturing environment.
- Establish high expectations for pupil achievement, engagement, behaviour, relationships and personal development.
- Provide day-to-day supervision, direction and support to Teaching Assistants and other staff working within the provision.
- Coordinate staff deployment, learning activities, interventions and routines to ensure pupils receive consistent and effective support.
- Work closely with the SLT and SENDCO to develop, implement and evaluate the provision's approach to inclusion.
- Contribute to the development and continuous improvement of Willow, ensuring practice reflects the school's values, policies and inclusive ethos.
- Support staff development through coaching, modelling effective practice and sharing specialist knowledge.
- Maintain effective communication between the Willow, mainstream teaching staff and school leaders.

Meaningful Inclusion and Access to Mainstream Education

- Champion meaningful inclusion, ensuring pupils accessing Inclusion Base retain a strong sense of belonging and identity within their mainstream school.
- Work collaboratively with class teachers to plan and facilitate appropriate participation in mainstream lessons, activities, assemblies, social opportunities and wider school life.
- Develop individualised inclusion and reintegration plans, recognising that successful inclusion may look different for each pupil.
- Support pupils to develop the emotional regulation, communication, independence and social skills necessary to access learning and build positive relationships.
- Ensure that access to mainstream education is carefully planned, supported, regularly reviewed and responsive to individual needs.
- Promote inclusive practice across the school, sharing strategies with colleagues to reduce barriers to learning and participation.
- Ensure Inclusion Base provides a supportive pathway towards greater participation in mainstream education where appropriate, rather than becoming an unnecessarily isolated or restrictive provision.

Teaching, Learning and Curriculum Support

- Plan, prepare and deliver highly differentiated and personalised learning activities, under the direction of the school's teaching staff and senior leaders.
- Ensure pupils access a broad, balanced and ambitious curriculum, appropriately adapted to their individual starting points and needs.
- Draw upon a strong understanding of early childhood development and foundational learning to support pupils working significantly below age-related expectations.
- Deliver structured learning programmes, targeted interventions and practical, creative activities that motivate and engage pupils.
- Work with class teachers and subject leaders to maintain curriculum continuity and identify appropriate learning objectives.
- Adapt teaching approaches, resources and learning environments to support pupils with SEND, communication differences, sensory needs and social, emotional and mental health difficulties.
- Support the assessment, monitoring and recording of pupils' academic, social, emotional and developmental progress.
- Provide regular feedback to teachers, the SENDCO and senior leaders to inform planning and assessment.
- Promote pupil independence, confidence, resilience and positive attitudes towards learning.

Social, Emotional and Behavioural Support

- Establish positive, trusting and respectful relationships with pupils, recognising the importance of emotional safety, consistency and belonging.
- Implement relational, trauma-informed, attachment-aware and nurture-based approaches to supporting pupils.
- Understand and respond appropriately to the impact of anxiety, adverse childhood experiences, developmental differences and unmet needs on learning and behaviour.
- Model calm, emotionally regulated and consistent responses, including when supporting pupils experiencing distress or dysregulation.
- Develop and implement individual support strategies, regulation plans and risk assessments in collaboration with relevant colleagues.
- Use proactive, preventative and restorative approaches to support positive behaviour and relationships.
- Support pupils to recognise and communicate their emotions, develop coping strategies and build self-regulation skills.
- Ensure that any restrictive intervention is used only where lawful, necessary and proportionate, in accordance with school policy, approved training and statutory guidance.

Attendance, Engagement and Reintegration

- Support pupils experiencing barriers to attendance, including emotionally based school avoidance (EBSA), persistent absence and difficulties engaging with mainstream learning.

- Work collaboratively with the SLT, SENDCO and families to identify barriers and develop appropriate support plans.
- Coordinate and deliver structured programmes designed to increase pupils' confidence, engagement and access to education.
- Support the implementation and review of agreed reintegration arrangements, including any exceptional, time-limited part-time timetables authorised by school leaders.
- Monitor individual attendance, engagement and reintegration outcomes, identifying progress and areas requiring further intervention.
- Ensure pupils' needs and views inform the planning and review of their support.

SEND Provision, Assessment and Intervention

- Work closely with the SENDCO to ensure pupils' identified needs are understood and appropriately supported.
- Contribute to the implementation, monitoring and review of Education, Health and Care Plans (EHCPs), SEND Support Plans and individual learning programmes.
- Deliver and evaluate targeted interventions designed to address identified barriers to learning and development.
- Maintain accurate records of interventions, pupil progress, engagement and outcomes.
- Contribute to relevant SEND review meetings.
- Support the identification of additional needs and share observations and evidence with the SENDCO and teaching staff.
- Contribute to the preparation of reports and information for relevant professionals, parents and school leaders.

Partnership Working and Multi-Agency Support

- Establish and maintain positive, professional relationships with parents and carers, recognising their essential role in supporting their child's development.
- Act as a key point of contact for families whose children access The Willow, within agreed school communication arrangements.
- Work effectively with external professionals, including educational psychologists, specialist teachers, health professionals, social care and other relevant services.
- Act as a designated key professional for pupils accessing Inclusion Base where agreed by school leaders, contributing to coordinated support and review processes.
- Communicate sensitively and effectively, maintaining confidentiality and appropriate professional boundaries.

Monitoring, Evaluation and School Improvement

- Monitor the effectiveness of Inclusion Base through pupil progress, attendance, engagement, wellbeing and participation in mainstream education.
- Maintain accurate records of pupil provision, interventions, assessments, incidents and review outcomes.
- Evaluate the impact of strategies and interventions, adapting approaches in response to evidence and pupil needs.
- Provide regular updates to the SLT and SENDCO regarding the effectiveness of the provision.
- Contribute to school self-evaluation, inclusion priorities and relevant improvement planning.
- Support the development of effective, consistent and sustainable inclusive practice across the academy.

Safeguarding, Health and Safety and Professional Responsibilities

- Promote and safeguard the welfare of all pupils, acting in accordance with the school's safeguarding and child protection policies.
- Recognise and report safeguarding concerns promptly, following established procedures.
- Maintain a safe and supportive learning environment, including the implementation of relevant risk assessments and individual support plans.
- Undertake First Aid training and carry out First Aid duties as required.
- Maintain confidentiality and comply with UK GDPR, the Data Protection Act 2018 and the school's information governance policies.
- Promote equality, diversity, accessibility and inclusion, challenging discriminatory practice.

- Comply with school and Trust policies, including those relating to behaviour, SEND, health and safety and professional conduct.
- Attend and participate in relevant training, professional development, meetings and performance review arrangements.
- Undertake other reasonable duties commensurate with the grade and responsibilities of the post, as directed by the Headteacher.

General Requirements

- Attending and participating in training and development activities as required.
- Participating in schemes of assessment, professional development and review.
- Assisting teaching staff or senior colleagues in escorting pupils home as and when required, as directed by the teaching staff.
- Attending meetings, liaising and communicating with colleagues in the school, outside agencies and other relevant bodies.
- Being an effective role model for the standards of behaviour expected of pupils.
- Having due regard to confidentiality, child protection procedures, health and safety, other statutory requirements and the policies of the governing body and the local education authority.

Professional Values and Practices

- Having high expectations of all pupils; respecting their social, cultural, linguistic, religious and ethnic backgrounds; and being committed to raising their educational achievement.
- Treating pupils consistently with respect and consideration, and being concerned with their development as learners.
- In line with the school's policy and procedures, using behaviour management strategies which contribute to a purposeful learning environment.
- Working collaboratively with colleagues as part of a professional team; and carrying out roles effectively, knowing when to seek help and advice from colleagues.
- Reflecting upon and seeking to improve personal practice.
- Working within schools policies and procedures and being aware of legislation relevant to personal role and responsibility in the school.
- Recognising equal opportunities issues as they arise in the schools and responding effectively, following schools policies and procedures.
- Building and maintaining successful relationships with pupils, parents/carers and staff.

The post holder must promote and safeguard the welfare of the children and young people that they are responsible for, or come into contact with.

The post holder must act in compliance with data protection principles in respecting the privacy of personal information held by the council.

The post holder must comply with the principles of the Freedom of Information Act 2000 in relation to the management of Council records and information.

The post holder must carry out their duties with full regard to the Council's Equal Opportunities Policy, Code of Conduct, Child Protection Policy and all other Council Policies.

The postholder must comply with the Councils Health and safety rules and regulations and with Health and Safety legislation.

Name of Author: Hayley Sutton

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Person Specification: Inclusion Base Manager

Area	Requirement		Evidence
Qualifications and Professional Development	HLTA status, qualified teacher status or an equivalent/higher relevant qualification	Essential	• Application Form • References • Certificates
	Good standard of literacy and numeracy, equivalent to GCSE grade 4/C or above	Essential	
	Evidence of ongoing professional development	Essential	
	Specialist training or qualifications in SEND, SEMH, nurture, trauma-informed practice or inclusion	Desirable	
	First Aid qualification or willingness to undertake training	Essential	
Experience	Experience supporting teaching and learning within the primary phase	Essential	• Application Form • References • Interview • Task / Observation
	Experience working with pupils with SEND and social, emotional and mental health needs	Essential	
	Experience planning and delivering differentiated and personalised learning activities	Desirable	
	Experience identifying individual needs, implementing interventions and evaluating their impact	Desirable	
	Experience supporting pupils with emotional regulation and behaviours that challenge	Desirable	
	Experience working collaboratively with parents, carers and other professionals	Essential	
	Experience working in a specialist resource base, nurture provision, alternative provision or similar setting	Desirable	
Knowledge and Understanding	Sound knowledge of the primary National Curriculum and inclusive teaching approaches	Essential	• Application Form • References • Interview • Task / Observation
	Strong understanding of SEND and the barriers pupils may experience within mainstream education	Essential	
	Understanding of trauma-informed, attachment-aware, relational and nurture-based practice	Desirable	
	Understanding of the impact of anxiety, emotional dysregulation and adverse experiences on learning and behaviour	Desirable	
	Understanding of effective behaviour support, de-escalation and positive relationship-building	Essential	

Area	Requirement		Evidence
	Knowledge of safeguarding responsibilities and child protection procedures	Essential	
	Understanding of EHCPs, SEN Support and the graduated approach	Desirable	
	Understanding of effective inclusion and reintegration strategies	Essential	
	Knowledge of relevant SEND legislation and statutory guidance	Desirable	
Skills and Abilities	Ability to lead and manage the day-to-day operation of a specialist inclusion provision	Essential	• Application Form • References • Interview • Task / Observation
	Ability to create a calm, structured, safe and nurturing learning environment	Essential	
	Ability to plan and deliver engaging, personalised learning experiences	Essential	
	Ability to support pupils working across a wide range of developmental and academic levels	Essential	
	Ability to build positive, trusting relationships with pupils and families	Essential	
	Ability to respond calmly, sensitively and effectively to challenging situations	Essential	
	Ability to promote meaningful inclusion and support pupils' participation in mainstream education	Essential	
Personal Qualities	Genuine commitment to inclusion, equality and positive outcomes for all pupils	Essential	• Application Form • References • Interview
	High expectations for every pupil, regardless of individual needs or starting points	Essential	
	Resilience, flexibility and the ability to remain calm under pressure	Essential	
	Reflective approach and willingness to develop and improve practice	Essential	
	Commitment to safeguarding and promoting children's welfare	Essential	