



APPLICATION PACK: Inclusion Manager

**Deadline: Friday 3rd May 2024 at
12.00 noon**

Dear Colleague

Thank you for your interest in Edgar Wood Academy, a new school serving the local community in Middleton and Heywood. Opening in temporary accommodation in September 2021, the school moved to its permanent location in September 2022, a state-of-the-art building, with stunning views of the local countryside. Helping our students realise their potential lies at the heart of everything we do. By promoting our values of Resilience, Empathy and Responsibility and a culture of mutual respect and compassionate rigour, we aim to inspire and engage all pupils, regardless of prior attainment or social background.

By joining our school, you will be part of an exciting journey, building the school from its early foundations and helping to create and embed its ethos, values and culture. We believe in creating a purposeful and calm environment which allows our teachers to teach and our students to learn. As a result, we will improve student achievement through high-quality teaching in a safe and caring environment. We value each individual child in our school and recognise that each has different talents and gifts, which will be nurtured over the course of their time with us. We also support every student to develop personally and academically, so that they have the knowledge and skills to progress to an aspirational career, a fulfilling life and make a positive contribution to their local community.

Hopefully it is already clear from reading this letter that our aims are simple: to help students realise their potential through a culture of mutual respect, positive behaviour, and high standards. Our aim is to have students do the right thing because they should, rather than because they must. We aim to inspire and engage all students, regardless of prior attainment or social background.

To work at Edgar Wood Academy, you must aspire to be an outstanding colleague. You must be willing to share and learn. We wish to appoint someone who will help us to make a positive difference to the lives of young people in the borough. In return, we promise a supportive and enjoyable working environment and the resources needed to carry out the role to the highest standards, including a bespoke professional development programme to support you with your future career aspirations. We fully recognise that for pupils to succeed we also have to care for our staff. Our teachers benefit from a PPA allowance that is above what is outlined in the STPCD and we are committed to further reducing our amount of directed time from 2024 – 25.

Edgar Wood Academy benefits from being a part of the Altus Educational Partnership. The Trust currently comprises of four academies: Rochdale Sixth Form College, Edgar Wood Academy, Kingsway Park High School and Bamford Academy. The Trust's mission and vision are to:

- Advance education in the borough of Rochdale so that young people go on to live happy and fulfilling lives and make positive differences to their communities and society.
- Create an inclusive and cohesive system of education in the area that improves the lives of everyone in the borough.

I look forward to your application and if you have any questions, or wish to visit the school prior to interview, please do not hesitate to contact my PA, Debbie Barlow on 0161 676 9620 or email d.barlow@edgarwood.org

Yours sincerely



Paul Jones
Headteacher
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Making your Application

I hope that when you read this Application Pack you are inspired to apply for the post.

Application

1. Complete the Altus Education Partnership application form.
2. Provide a supporting statement of no more than two sides of A4 which should address the criteria in the person specification.
3. Send your completed application form by email to recruitment@altusep.com.

Deadline

The deadline for the post is **Friday 3 May 2024 at 12.00 noon**

Interviews are expected to take place on **Friday 10 May 2024**.

Shortlisting

We will unfortunately be unable to notify candidates who are not on the shortlist, therefore, if you do not hear from us, your application has been unsuccessful on this occasion.

Salary

The post will be paid on the Main Teacher Pay Scale

Start Date: September 2024

For an Application Pack

1. Visit www.edgarwood.org or www.altusep.com
2. Contact the HR team at recruitment@altusep.com

Altus EDUCATION Partnership is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff to share this commitment. This position is subject to an Enhanced DBS check under the Rehabilitation of Offenders Act 1974.

In accordance with the recommendations set out in KCSIE the Trust carries out online searches on shortlisted candidates.

Background Information

Altus Education Partnership

Edgar Wood Academy is currently one of three institutions in the Altus Education Partnership (a Multi-Academy Trust) alongside Kingsway Park High School and Rochdale Sixth Form College (*"TES 6th Form College of the Year 2021"* and *"Ofsted Officially Outstanding 2022"*). Edgar Wood Academy and the Trust have a very strong educational reputation in the local community and are in a financially robust position. The Trust works as a partnership of equals, where all Academies are distinctive institutions working together for the benefit of all students, within which, Headteachers and local Governing Bodies have delegated authority and associated autonomy. The Trust expects to expand further in the next few years, working with Academies in the Primary and Secondary phases to improve the quality of education across the borough.

Altus Education Partnership are committed to supporting all children in their Academies to progress to a successful career, life and employment path of their choice.

All our Academies will share a collective identity as providers of the highest quality teaching with high expectations of learners, coupled with effective assessment and intervention. Young people in our Academies will engage with opportunities to develop their own skills and aptitudes to support their progression, while making valuable contributions to their communities. Leaders and Teachers will take a collaborative approach, sharing best practice at a local, regional and national level, to continuously improve the performance and outcomes of all Academies in the Trust.

Altus Education Partnership Values

The values of the Altus Education Partnership will be embedded and visible throughout all the academies. Each will have its own unique identity built around the core Trust values. These are:

- Unrelenting commitment to improve the quality of our provision and enhance the lives of our students.
- Openness in the way we build trust and bring purpose to our work as a Multi Academy Trust.
- Accountability through the rigorous, transparent and forensic analysis of all aspects of our performance.
- Commitment to the principles of inclusion and equality.
- Dedication to the borough of Rochdale and its surrounds.
- Collective responsibility for one another and the results of all our students – 'if one fails, we all fail'.

The Ambition is that by the time students leave they will:

- Have achieved their personal academic potential giving them a greater choice in life.
- Have the highest aspirations and developed the self-esteem, confidence, and emotional resilience to exploit their potential.
- Be contributing members of the community and have compassion for others.
- Be able to celebrate their success and that of others.

- Have developed the confidence to overcome barriers to success.
- Be articulate, creative, and prepared for future growth and learning.
- Be happy!

Shared Objective for all Staff

"To maximise students' achievements"

- At Altus Education Partnership we do this through engaging our students in their subjects and inspiring them to enjoy their studies in a totally positive atmosphere.
- Our students are challenged to achieve through a culture of high expectations and a belief in their ability.
- Above all, staff at Altus Education Partnership like their students and demonstrate this through their daily conduct and interaction.

Role Description:

Job Title:	Inclusion Manager
Reports to:	Deputy Principal; Pastoral Manager
Remuneration:	The post will be paid on support staff salary scale point 30-33 (£38,223-£41,418). Actual salary for Term Time Only is £33,025-£35,786
Contract:	Permanent – 37 hours – Term Time Only
Start Date:	September 2024

Overall Purpose of the role

To develop the Internal Exclusion Provision (Reset) offered by the Academy to reduce the need for fixed term exclusion and to manage the day to day running of the Reset area. To support the teaching and learning of students experiencing behavioural difficulties, or who are placed in Reset on a repeat basis; also to supervise the work of students placed in Reset for isolated serious incidents.

Specific Responsibilities

- To manage the Internal Exclusion Unit on a day-to-day basis ensuring the inclusion of students who have been removed from timetabled learning due to challenging behaviour.
- To provide an environment in which students can Reset, consider their actions and continue with education without disrupting the learning of others.
- To provide an effective on-site learning experience for students with behavioural difficulties who have been placed in Reset for the day.
- To help reduce the number of fixed term exclusions through the use of the Reset provision.

Main Responsibilities

- To supervise designated students who have been placed in Reset
- To assist in managing behaviour, as required, around the Academy site.
- To co-ordinate work, in conjunction with subject teachers and HODs for students placed in Reset.
- To provide equipment appropriate to the needs of the designated students.
- Maintain an accurate record of the students placed in inclusion and the reasons for their being there .
- To ensure that all policies of the Academy, including those concerning behaviour, health and safety, use of physical interventions and child protection, are implemented in the provision.

- To ensure that students return to lessons as soon as practically possible.
- To liaise with Academy Leadership Team and classroom teachers about individual student behaviour.
- Reduce disruptive behaviour.
- To support students in creating targets and suggesting different ways to emotionally regulate their behaviour so they can return to timetabled lessons more successfully.
- To track and monitor students' day and intervene as required to ensure they are as successful as possible, including the use of behaviour management techniques.

Supervision/Management of People

The post holder will work with one other members of staff in the Reset provision. Post holder will work closely with senior staff to negotiate the earliest return to lessons, co-ordinating work for students and deciding if students should be placed in inclusion.

Creativity and Innovation

- The postholder must ensure that established administrative practices and procedures are always adhered to
- The postholder will be required to use initiative in undertaking research for the collating of management information and in the preparation and presentation of reports/correspondence
- The post holder will continually review practices and procedures

Contacts and Relationships

Daily contact with SLT, Pastoral/Inclusion Team and other teaching or non-teaching staff in exchange of information concerning individual student behaviour.

Decisions:

Discretion – Complete discretion is required when dealing with all student information

Consequences – Data Protection issues; inaccurate input of data could affect student progress

Resources:

- The postholder will have responsibility for inputting data on to the Academy administrative computer system
- The postholder would not normally have any direct responsibility for cash or equipment taken off the premises

Work Environment:

Work Demands– Works to an established programme of tasks that may be interrupted from time to time

Physical Demands – Normal physical effort in lifting and handling stationery, files etc which should be carried out in strict accordance with Health and Safety legislation

Working Conditions – The post holder will be required to work with students who may become emotional, abusive or physically threatening when challenged.

Work Context:

The job requires contact with staff, students, parents and outside agencies

Other:

The above responsibilities are subject to the general duties and responsibilities contained in the Statement of Conditions of Employment.

The duties of this post may vary from time to time without changing the general character of the post or level of responsibility entailed.

Person Specification

	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> GCSE C or above in English and maths 	<ul style="list-style-type: none"> Degree or teaching certificate
Experience, skills and knowledge	<ul style="list-style-type: none"> Experience of working with challenging students Good organisational skills Ability to take initiative Good communication skills Good working knowledge of schools and education Proven ICT skills, with a track record in report production Ability to analyse data and produce meaningful written reports 	<ul style="list-style-type: none"> Experience of working in a school environment Knowledge of Academy MIS and behavioural systems
Personal qualities	<ul style="list-style-type: none"> Ability to work confidentially Ability to work as part of a team Commitment to safeguarding and promoting the welfare of children and young people Willingness to undergo appropriate checks, including enhanced DBS checks Motivation to work with children and young people 	

	<ul style="list-style-type: none"> • Ability to form and maintain appropriate relationships and personal boundaries with children and young people • Emotional resilience in working with challenging behaviours and attitudes • Have a willingness to demonstrate commitment to the values and behaviours which flow from the Edgar Wood ethos. 	
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