

SUPPORT STAFF

JOB DESCRIPTION

ROLE TITLE	Seclusion Manager
CONTRACTED HOURS	37 hours per week, 38 weeks per year
LOCATION	St Edward's Church of England Academy
GRADE / SCALE POINT – SALARY	Scale 4, Point 7-10
REPORTING TO	Deputy Headteacher

INTRODUCTION

Through geographical hubs of like-minded schools and a vision of excellence that is shared by all, schools smash through barriers to achieve more than others think possible.

- The vision of Unity Schools Partnership is to achieve the highest standards of education in its primary, secondary and special schools.
- It is our intention that all trust schools, and the trust as a whole, be recognised locally and nationally for the exceptional quality of its educational provision.
- We are a family of interdependent schools with a shared ambition to transform lives.
- We are committed to the development of a very high-quality, and evidence-informed, model of how excellence is achieved.
- Our work is fostered by geographical hubs of schools in close proximity that understand their specific communities.

The trust expects its work to be characterised by:

INTEGRITY

INCLUSION

KINDNESS

The vast majority of schools are now successful, well-performing schools and judged 'good' by Ofsted. The ambition over the next three years is that schools across the trust become excellent schools, characterised by top quartile performance and with the capacity to support more schools in the area that need support to benefit from being part of the trust.

In order to achieve this ambition, the trust will focus on:

Excellent education – we have plans for work in primary, secondary and special education which aim by 2028 to achieve top quartile performance in primary and secondary results and that has very high approval ratings externally and from parents for children with special educational needs.

Excellent staff – we have a People Strategy that includes the ambition of being the employer of choice for school staff in the region.

Excellent support for schools – we have included in our plans for work in primary, secondary and special education how schools are supported to provide excellent education and we have an operational plan for wider support for schools in the trust, those who wish to be associated with the trust and those who potentially might wish to join the trust.

Every member of staff is required to uphold and promote the values of the Trust in every aspect of their work performance.

JOB PURPOSE

The Seclusion Manager is a member of a team of practitioners responsible for the care and guidance of students who are experiencing behavioural difficulties within the academy. The Seclusion Manager is involved in contributing to the teaching and learning of students in accordance with the ethos, values, aims and objectives of the academy. They support students by facilitating a period of reflection time to help students learn from their actions. The Seclusion Manager works under the direction of the Headteacher and Deputy Headteachers.

KEY TASKS & RESPONSIBILITIES

Main duties and responsibilities are indicated below. Other duties of an appropriate level and nature may also be required, as directed by the Deputy Headteacher.

- Meeting and greeting students at 8.30am and completing form time activities including collective worship.
- Recording attendance, punctuality and engagement in learning throughout the day.
- Managing and organising work for the students in the seclusion room.
- Supervising students placed in the seclusion room, and students temporarily removed via On Call, and providing appropriate levels of individual attention.
- Ensuring adequate rest breaks, reflection activities and restorative conversations are completed throughout the day.
- Ordering the students' lunch and overseeing the students' lunchtime.
- Providing information, advice, guidance and direction to students about their behaviour within the agreed framework of the academy, using the academy's behaviour for learning strategies, and following the academy's behaviour policy.
- Taking appropriate action to identify, analyse and minimise any risks to health, safety and security in the immediate working environment.
- To assist students with access to the curriculum by differentiating instructions and resources and scaffolding tasks, where necessary.
- Providing positive praise and encouragement to students and promoting positive choices in student behaviour, in accordance with the academy's behaviour for learning policies.
- Where necessary, correcting behaviour to maintain order and discipline within the seclusion room.
- Liaising with reciprocal schools to arrange placements for St Edward's students in alternative settings.
- Supporting reciprocal schools with placements in St Edward's seclusion room.
- Sharing feedback about the student's seclusion time and their reflection on behaviour and what they have learned.
- Reporting any uncharacteristic behaviour patterns, or incidents of inappropriate

behaviour, to the safeguarding team and deputy headteachers.

- Ensuring that safeguarding requirements and other relevant regulations are in place and adhered to including the completion and recording of necessary checks.
- Contributing to the overall ethos, work and aims of the school.

Additional Responsibilities:

- Attend relevant meetings and training sessions.
- Keep up to date with associated developments and changes in requirements and regulations and communicate appropriate information to colleagues.
- Establish and maintain good relationships with all staff, students, visitors and agencies.
- Undertake any duties reasonably requested by the Senior Leadership Team.

SAFEGUARDING

Unity Schools Partnership is committed to safeguarding and promoting the welfare of children and young persons at all times.

The post holder, under the guidance of the Headteacher, will be responsible for promoting and safeguarding the welfare of all children with whom he/she comes into contact, in accordance with the Trust's and the school's safeguarding policies. The post holder is required to obtain a satisfactory Enhanced Disclosure from the Disclosure and Barring Service (DBS).

GENERAL

1. Actively contribute to and promote the overall ethos and values of the School and the wider Trust.
2. Participate in training and other learning activities and performance development as required.
3. Maintain consistent high standards of professional conduct, tact and diplomacy at all times in dealings with pupils, parents, staff colleagues, external agencies and any other visitors to the school or wider Trust.
4. Maintain absolute confidentiality and exercise discretion with regard to staff / pupil information and the Trust's business at all times.
5. Act as an ambassador for the School and the wider Trust within the local community and beyond, ensuring that the ethos and values of the Trust are promoted and upheld at all times.
6. Undertake any other reasonable tasks and responsibilities as requested by the line manager or a member of the Senior Leadership or Trust Executive Leadership Teams which fall within the scope of the post.

PERSON SPECIFICATION

CRITERIA	ESSENTIAL	DESIRABLE
KNOWLEDGE		
Technical or Specialist	<ul style="list-style-type: none"> NVQ or equivalent in a relevant subject A willingness to undergo further training and personal development 	<ul style="list-style-type: none"> Knowledge of School / Trust Computer systems Level 3 (Advanced Level) or degree
Literacy and Numeracy	<ul style="list-style-type: none"> Secondary education up to GCSE level or equivalent Good numeracy and literacy skills Ability to set out letters / documents and to use grammar correctly Able to carry out basic calculations accurately Computer literate Able to main routine records e.g. school meals, sale of tickets, supplies. An interest in children's development and in a wide range of issues concerning their education and welfare. 	<ul style="list-style-type: none"> Competent and confident in use and interpretation of databases and spreadsheets. Relevant, recent experience in an 11-16 school in a similar position Some experience with secondary age children in a paid voluntary or domestic environment Evidence of CPD in a relevant area
Organisational		<ul style="list-style-type: none"> Knowledge of Trust's administrative procedures e.g. ordering / incoming and outgoing post
Equipment / Materials	<ul style="list-style-type: none"> High level, accurate keyboard skills. Able to use / operate general office equipment e.g. printers, photocopiers, binder, computers 	
Research	<ul style="list-style-type: none"> Able to use the internet effectively for routine research 	
Problem Solving	<ul style="list-style-type: none"> Ability to check stock deliveries accurately Ability to resolve a range of day-to-day problems, using own initiative. Know when it is appropriate to refer upwards 	
Creative Thinking	<ul style="list-style-type: none"> Design and produce documents / advertisements etc 	
Planning	<ul style="list-style-type: none"> Organised and methodical approach to admin tasks Ability to manage and coordinate projects and in-house events 	
Interpersonal and Communication	<ul style="list-style-type: none"> Tact and diplomacy second nature Articulate with a good grasp of the English language 	

	<ul style="list-style-type: none"> • Patience and tolerance when dealing with parents / pupils who may be upset or appear unreasonable • Understanding of the necessity and ability to maintain absolutely confidentiality • Pleasant and helpful telephone and face-to-face manner • Ability to function effectively as part of a team • Experience of working successfully as part of a team • Ability to relate well to people at all levels • Ability to inspire, challenge, influence and motivate others • An absolute commitment to the belief that every child deserves the very best education • An ability to maintain professional integrity even when under pressure • Flexibility and resilience • An ability and desire to work in a high challenge and low threat way to ensure improvement in all areas • Excellent organisational skills including the ability to prioritise and manage time effectively • Capacity and enthusiasm for hard work and challenge • Able to work as part of a team whilst also being self-motivated • Emotional intelligence • Capacity to reflect on practice • Reliability, honesty and trustworthiness, demonstrating the highest professional standards • Ability and confidence to communicate effectively both verbally and in writing • A commitment to on-going personal development and willingness to undertake appropriate training • Evidence of commitment to safeguarding and protecting the welfare of children 	
Keyboard	<ul style="list-style-type: none"> • High level keyboard skills 	
Manual Skills	<ul style="list-style-type: none"> • Routine manual handling skills 	
Level of Autonomy	<ul style="list-style-type: none"> • Able to make day-to-day decisions about own workload, within clear guidelines and procedures. Supervisory assistance is available most of the time. 	