



## **Inclusion Room Manager**

**Closing date: Monday 27th March 2023, at 9am.**

**Interviews to be held shortly after the closing date.**

## **Recruitment Information Pack**

Lady Lumley's School

Swainsea Lane, Pickering, North Yorkshire

YO18 8NG

## Contents

Welcome from the Headteacher	3-4
Our Visions and Values	4
Our Schools	6-8
Application Process and How to Apply	9
Job Description/Person Specification	9-12



Dear Applicant,

Thank you for taking an interest in joining our staff at Lady Lumley's. I hope reading about our school gives you a sense of a driven community school, ambitious to do all we can to see staff and students thrive. Lady Lumley's has a proud tradition and heritage of providing quality education. A trailblazer in the pursuit of education for all – welcoming the children of farming families and girls long before this was a requirement. Building on those foundations, Lady Lumley's is a truly comprehensive school of 900 students drawing from the town of Pickering, surrounding rural villages, as well as from Scarborough and all points in-between.

'Being our best' signals Lady Lumley's commitment to school improvement. We are ambitious for all our students and staff to strive to improve teaching and learning through constant evaluation and positivity. Our curriculum offer is broad and balanced, giving students a clear progression route through the school that builds the fundamental knowledge and understanding to allow them to specialise for Key Stage 4 then again at Key Stage 5. Lady Lumley's curriculum gives all students the best chance of being successful at GCSE, A-Level and Vocational Provision, ensuring our above national average outcomes open doors for life chances.

Our staff are integrated into thorough well-constructed CPD that looks to build strength in the classroom, as well as modelling the pursuit of improvement. Ensuring all our strategic planning is built of evidential educational research is fundamental to ensuring we are investing staff time where it will reap rewards. A love of learning is a necessary mindset to thrive at Lady Lumley's.

Lady Lumley's is equally ambitious for our students to experience an enriched learning journey with a diverse offer of experiences. From trips abroad to Bordeaux, Saint Émillion, and Dune de Pyla in France and Weiz in Austria. Our students also visit Belgium and France in Year 10 for the GCSE Battlefields Experience, as well as Krakow and Auschwitz in Year 11, 12 and 13 for Religious Education. There are numerous theatre and music trips and visits taking in everything from opera to pantomime.

The excellent sporting facilities are always fully booked, offering traditional team sports, running, as well as rock climbing and table tennis. Our Duke of Edinburgh scheme is ever popular and Lady Lumley's students show leadership in this testing qualification right through to the Gold Award. With regular orienteering, canoeing and mountain biking our students also contribute hundreds of hours to volunteering and raising thousands of pounds for charity. Nurturing the growth of students through Enriching their experience enables Lady Lumley's to prepare students to thrive locally or to move on to different cultures and experiences.

We value our pastoral staff and system as the cement that holds the school together. There are very high expectations of students conduct and a transparent and fair policy for rewards and consequences. All our students are supported through school with dedicated tutors and a Pastoral Officer with additional expertise available from the Pastoral Team and SLT. There are weekly 'Life' lessons to educate students with powerful knowledge to enable them to keep themselves safe and to have well placed confidence outside of school. Our staff and students deserve to feel safe and valued throughout their time at Lady Lumley's.

Lady Lumley's benefits from the knowledge and experience of Coast and Vale Trust as we are a unique school with a shared Trust vision. Through leadership development, collaboration and investment Lady Lumley's is enabled to maintain its identity whilst belonging to a larger family of schools.

If you have read this and are committed to joining a school that is driven by ambition to be better, values a comprehensive community school and thrives on being part of a team, then we look forward to meeting you.

Yours sincerely

A handwritten signature in black ink that reads "Clair Foden". The signature is written in a cursive, flowing style.

Clair Foden  
Headteacher



## Visions and Values

**Lady Lumley's School** is driven by the vision of 'Being our best'. All staff and all students are asked to commit to our core values:

### **Learning**

Lady Lumley's core purpose is supporting our students and staff to make progress and continually adapt and develop to become lifelong learners.

### **Leading**

Students and staff have regular opportunities to lead within and outside of the classroom to improve themselves and the community.

### **Ambition**

We are relentlessly positive about improving and seeing all mistakes as ways to learn and improve and exceed our potential.

### **Progress**

The journey through Lady Lumley's for staff and students is a journey of improvement. Through striving to be our best we will face some setbacks but will build progress over time.

## Our schools

### Newby and Scalby Primary School

We are one of the schools of choice in our community and we are within commutable distance of Whitby, Teesside, York, and surrounding areas.



Children and staff will work and play together developing skills so that we all become ambitious and reflective lifelong learners as well as being respectful and respected members of the community.

**To learn more about us please visit -**

[Newby and Scalby Primary School - Home \(coastandvale.academy\)](http://coastandvale.academy)

### Friarage Primary School

We are proud to serve the communities around the Castle Ward area of Scarborough as 'Together we can' make a real difference to the lives of children and young people in Scarborough.



Children and staff will work and play together developing skills so that we all become ambitious and reflective lifelong learners as well as being respectful and respected members of the community.

We are committed to Restorative Practice Principles to nurture respect for all in our school community.

**To learn more about us please visit - [Friarage Community Primary School - Home \(coastandvale.academy\)](http://coastandvale.academy)**

### Scalby School

Scalby School is a successful and popular 11-16 community school and in recent years we have become the school of choice in our local community. We were judged 'good' by Ofsted in 2019 and in 2019 we celebrated sustained results. Our provisional P8 score has placed us in the top 20% of schools nationally. We are proud of our broad and balanced GCSE based curriculum.



**To learn more about us please visit - [Scalby School - Home \(coastandvale.academy\)](http://coastandvale.academy)**

## Lady Lumley's School

Lady Lumley's School (11-18) in Pickering is on a transformational journey. We are a school that is popular with parents and is easily accessible across North Yorkshire, East Riding and Wolds and Vale. The communities we serve around the Pickering, Ryedale and wider Coastal area deserve and need our school to play a leading role in terms of teaching, learning, progress and outcomes.



In April 2020 we welcomed our new Headteacher Clair Foden who joined us at the same time we joined our Trust - Coast and Vale Learning Trust. Lady Lumley's is on an ambitious journey of school improvement.

**To learn more about us please visit - [Lady Lumley's School - Home \(coastandvale.academy\)](https://www.coastandvale.academy)**

## Scarborough University Technical College

Scarborough UTC is a growing University Technical College (year 9 to year 13) based in a new building, with fantastic technical facilities in the centre of Scarborough. As a University Technical College, we offer a high quality academic and technical education for our students through the specialisms of engineering, health and cyber security. Our unique approach provides students with an excellent range of opportunities including Combined Cadet Force (CCF Navy), strong links to our industrial partners, project-based learning and our flagship Career Development Programme for our Sixth Form students.



Our work with employers and universities ensure we are able to deliver an innovative blend of technical, practical and academic learning which ensures our students make good progress and go on to outstanding destinations.

Our staff are our greatest resource and we have invested in both our teaching and support staff teams which has ensured that educational standards have improved significantly. We have built a staff team of key support and teaching practitioners who are proud to work at our University Technical College.

**To learn more about us please visit - [www.scarboroughutc.co.uk](http://www.scarboroughutc.co.uk)**

## **Filey Secondary School**

Filey School (11 -16) is on an exciting journey. We have a proud heritage in our local community and are embarking on a period of transformation and improvement.



We aim for every member of our school community to develop a love of learning and enable them to reach the highest outcomes that they can. We are committed to ensuring our students are happy, safe and have clear direction and support.

We joined Coast and Vale Learning Trust in June 2022 and our looking forward to a future where our learners and staff can thrive.

**To learn more about us please visit - [Filey School - Home \(coastandvale.academy\)](https://coastandvale.academy)**





### **Application Process**

**The closing date for all applications is Monday 27<sup>th</sup> March 2023 at 9am.**

Interviews will be held as soon as possible after the closing date

Completed applications must be returned to Danielle Rowley at [recruitment@coastandvale.academy](mailto:recruitment@coastandvale.academy)

**If you think you're the person for the job, please complete the attached application form and send to the email address above by the closing date.**

An email will be sent to shortlisted candidates with details of the interview process. If you have not heard from us within a week of the closing date please assume your application has been unsuccessful.

### **Queries**

Please contact Danielle Rowley at [recruitment@coastandvale.academy](mailto:recruitment@coastandvale.academy)

## **JOB DESCRIPTION**

<b>POST:</b>	Inclusion Room Manager
<b>GRADE:</b>	Grade F
<b>RESPONSIBLE TO:</b>	Assistant Headteacher
<b>STAFF MANAGED:</b>	None
<b>POST REF:</b>	
<b>JOB PURPOSE:</b>	<p>To have overall responsibility for coordinating the operation of our Inclusion room and working with the pastoral team in maintaining high expectations of students' achievement and progress.</p> <p>To provide support and guidance to students by removing barriers to learning to promote effective participation, enhance individual learning and raise aspirations so they achieve their full potential.</p> <p>To produce comprehensive, accurate and up to date reports on student behavioural data for a variety of audiences including teaching staff, the pastoral team, SLT and Governors.</p>
<b>JOB CONTEXT:</b>	<p>Works within the school to promote and contribute to a coordinated approach to all students' personal, social and educational development by supporting, guiding and monitoring their progress with regard to their behaviour and in line with the school's 'climate for learning' strategy</p> <p>Enhanced DBS clearance required</p> <p>An ability to fulfil all spoken aspects of the role with confidence through the medium of English</p>
<b>ACCOUNTABILITIES / MAIN RESPONSIBILITIES</b>	
<b>Operational Issues</b>	<ul style="list-style-type: none"> <li>• To provide support and guidance to students by removing barriers to learning to promote effective participation, enhance individual learning and raise aspirations so they achieve their full potential.</li> <li>• To coordinate and supervise students who have been placed in our inclusion room, internal exclusion or School to school placements.</li> <li>• To coordinate and manage administration pertaining to the inclusion room. Maintain the highest standards of behaviour and discipline in the room in accordance with school policy.</li> <li>• To liaise with Pastoral Support Workers, HOY and Senior Management in regard to room removals and the processing of internal exclusions / School to School referrals</li> <li>• Maintain appropriate records of discussions with students, and reporting to the relevant staff.</li> <li>• To provide half-termly statistical reports and analysis on room removals and internal exclusion referrals.</li> </ul>

	<ul style="list-style-type: none"> <li>• To maintain accurate records and update the school information management system with accurate information regarding internal exclusion and room removals.</li> <li>• To ensure students are following programmes of work during internal exclusion in liaison with Heads of Faculty so that student learning is maximised.</li> <li>• To develop restorative practices to modify and improve behaviour and improve relationships between students and staff. Complete the appropriate records and communicate with staff.</li> <li>• Challenge and motivate students to promote and reinforce high levels of self-esteem.</li> <li>• To always implement and embed a culture of respect and compliance for any students who are in the inclusion room</li> <li>• To support meetings specific to internal exclusion and behaviour management strategies.</li> <li>• Support student management strategies and policies of the school and undertake additional duties (when no student has been referred) e.g. On call, in-class behaviour support, student mentoring</li> <li>• To assist with general order in social areas and corridors during lessons and/or at change over times.</li> <li>• To undertake special projects / assignments relating to students' behaviour under the direction of Director of Inclusion.</li> <li>• Delegated responsibilities to work with external agencies and for the effective management of contacts with parents/carers</li> <li>• develop, implement and monitor intervention strategies in conjunction with other colleagues, outside agencies and parents as appropriate</li> <li>• provide pastoral support, advice and guidance to students in need proactively support the behaviour and climate for learning policy.</li> </ul>
<b>Communications</b>	<ul style="list-style-type: none"> <li>• To communicate to staff in advance the daily inclusion/internal exclusion register to ensure appropriate work is set</li> <li>• Communicate with students upon their arrival at the inclusion room to set expectations for their time in the inclusion room; including directing them to a designated working area and ensuring they can access curriculum resources, providing relevant guidance.</li> <li>• Communicate with school staff to update them on student attendance and work with the staff to identify students with issues that are affecting their attendance at school</li> </ul>
<b>People / Resource management</b>	<ul style="list-style-type: none"> <li>• Participate in the school's performance management scheme. Participate in training and other learning activities and performance development as required.</li> <li>• Attend staff meetings and training days</li> </ul>
<b>Safeguarding</b>	<ul style="list-style-type: none"> <li>• To be committed to safeguarding and promote the welfare of children, young people and adults, raising concerns as appropriate.</li> </ul>

	<ul style="list-style-type: none"> <li>• Know about data protection issues in the context of the role Maintain confidentiality as appropriate.</li> </ul>
<b>Systems and Information</b>	<ul style="list-style-type: none"> <li>• Be aware that different types of information exist (for example, confidential information, personal data and sensitive personal data), and appreciate the implications of those differences.</li> <li>• Share information appropriately – in writing, by telephone, electronically and in person.</li> <li>• Have an awareness and basic knowledge of the most recent legislation and the common law duty of confidentiality.</li> <li>• Ensure that information systems are in place to ensure that accurate electronic and manual records are maintained and updated as required.</li> </ul>
<b>Data Protection</b>	<ul style="list-style-type: none"> <li>• To comply with policies and supporting documentation in relation to Information Governance this includes Data Protection, Information Security and Confidentiality.</li> </ul>
<b>Health and Safety</b>	<ul style="list-style-type: none"> <li>• Be aware of and implement your health &amp; safety responsibilities as an employee and where appropriate any additional specialist or managerial health &amp; safety responsibilities as defined in the Health &amp; Safety policy and procedure.</li> </ul>
<b>Equalities</b>	<ul style="list-style-type: none"> <li>• We aim to make sure that services are provided fairly to all sections of our community, and that all our existing and future employees have equal opportunities.</li> <li>• Within own area of responsibility work in accordance with the aims of the Equality Policy Statement</li> </ul>
<b>Flexibility</b>	<ul style="list-style-type: none"> <li>• The Trust provides front line services, which recognises the need to respond flexibly to changing demands and circumstances. Whilst this job outline provides a summary of the post, this may need to be adapted or adjusted to meet changing circumstances. Such changes would be commensurate with the grading of the post and would be subject to consultation. All staff are required to comply with Trust's Policies and Procedures.</li> </ul>
<b>Customer Service</b>	<ul style="list-style-type: none"> <li>• The Trust requires a commitment to equity of access and outcomes, this will include due regard to equality, diversity, dignity, respect and human rights and working with others to keep vulnerable people safe from abuse and mistreatment.</li> <li>• The Trust requires that staff offer the best level of service to their customers and behave in a way that gives them confidence. Customers will be treated as individuals, with respect for their diversity, culture and values.</li> </ul>
<b>Date of Issue:</b>	November 2022

## Person Specification

### Inclusion Room Manager

Essential upon appointment	Desirable on appointment
<p><b>Experience</b></p> <ul style="list-style-type: none"> <li>• Able to manage student behaviour to ensure a constructive working environment in accordance with the school behaviour policy.</li> <li>• Able to relate well to young people and foster an atmosphere of mutual respect</li> <li>• Willingness to participate in training / other learning activities and performance development as required</li> </ul>	<ul style="list-style-type: none"> <li>• Experience working in a school</li> <li>• Awareness of current educational developments</li> </ul>
<p><b>Occupational Skills</b></p> <ul style="list-style-type: none"> <li>• Well developed inter personal skills to be able to relate well to a wide range of people including youngsters</li> <li>• Confident in the use of IT</li> <li>• Good communication skills</li> <li>• Problem solving skills</li> </ul>	
<p><b>Qualifications</b></p> <ul style="list-style-type: none"> <li>• Good literacy / numeracy skills equivalent to a GCSE Grade C and above</li> <li>• Evidence of further education, training or personal development</li> </ul>	<ul style="list-style-type: none"> <li>• First aid qualification</li> </ul>
<p><b>Personal Qualities</b></p> <ul style="list-style-type: none"> <li>• Dependability and reliability</li> <li>• Ability to work successfully as part of a team whilst also being able to demonstrate initiative</li> <li>• Well organised and confident</li> <li>• Positive and optimistic approach</li> <li>• Ability to meet deadlines</li> <li>• Professional integrity and honesty</li> </ul>	
<p><b>Other Requirements</b></p> <ul style="list-style-type: none"> <li>• To be committed to the trust's policy and ethos.</li> <li>• To be committed to Continual Professional Development.</li> <li>• Ability to understand the appropriate relationships and personal boundaries with children and young people.</li> </ul>	

- Enhanced DBS clearance required

--	--