

Northumberland County Council
JOB DESCRIPTION

Post Title:	Inclusion Officer	Director/Service/Sector Education and Skills Service, Wellbeing and Community Health Services		Office Use
Band:	6	Workplace: County Hall		
Responsible to:	Inclusion Team Leader	Date: June 2021	Manager Level:	
Job Purpose: <ul style="list-style-type: none">• To support the Inclusion Team Leader in the operation and development of the Inclusion Service.• To have a direct positive impact on the outcomes for children and young people by actively promoting inclusive practices and building capacity within schools to ensure the educational, social, emotional and health development of children and young people (including SEND in particular SEMH) is fully supported.• To ensure permanently excluded learners have access to full time education within the statutory timeframes through the commissioning alternative provision within the council's framework of providers.to ensure the local authority fulfils its statutory duties.				
Resources		Staff	Responsible for delivering staff training with educational settings	
		Finance	None	
		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.	
Duties and key result areas: <p>To ensure permanently excluded learners have access to full time education within the statutory timeframes through the commissioning alternative provision within the council's framework of providers.</p> <p>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.</p> <p>To invoke and participate in child protection procedures, as appropriate, including making education contribution to design and implementation of child protection plans; To undertake work with children in need and their families, including:</p> <ul style="list-style-type: none">• ensuring that children receive full-time and appropriate education as defined by the Education Act 1996;• work to help children entering the child protection and looked after systems; <p>To establish productive working relationships with extremely challenging pupils and their families to facilitate, coaching, mentoring and responding to the needs of pupils with a view to re-engaging them into education</p> <p>To provide information, advice and guidance to enable individuals to access a full and varied curriculum and to make appropriate choices regarding their own learning, behaviour and attendance.</p> <p>To assess, monitor and evaluate individuals' responses through observation, planned recording, liaison and collaborative work with relevant additional agencies.</p>				

To arrange and implement the delivery of an appropriate intervention plan, either 1:1, small group or whole school both in and outside a classroom setting.

To provide precise, detailed, objective and constructive feedback to individuals in relation to achievement, behaviour and attendance.
To challenge and motivate individuals whilst actively promoting and reinforcing self-esteem.

To 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.

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

To establish and promote positive working relationships with Headteachers school staff parent and carers, officers of the council representatives from other agencies and alternative providers.

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, conferences 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:
Transport requirements:

Working patterns:

Working conditions:

Physically able to meet the demands of the job which may include challenging behaviour which could be emotionally demanding
To be able to meet the transport requirements of the job.
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
Office based and field work

Northumberland County Council

PERSON SPECIFICATION

Post Title: Inclusion Officer	Director/Service/Sector: Education and Skills Service, Wellbeing and Community Health Services	Ref: 3628
		Assess by
Knowledge and Qualifications		
<p>Essential</p> <p>Recognised professional degree or equivalent qualification in Education/ Social Work/ Teaching (<i>consideration will be given to those with significant relevant experience</i>).</p> <p>Knowledge of relevant legislation, especially the Education Act 2002, as amended by the Education Act 2011;</p> <ul style="list-style-type: none"> • 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. <p>Knowledge of SEND Code of Practice and Graduated Responce</p> <p>Knowledge of services provided by the Local Authority and the educational arrangements in the County.</p> <p>Knowledge of Northumberland's Local Offer</p> <p>Knowledge of Local Authority services for children in need and their families.</p> <p>Knowledge of current requirements and pressures on schools/academies, including expected Ofsted standards</p> <p>Knowledge of Keeping Children Safe in Education (KCSE), child protection issues and child development.</p>	<p>Desirable</p>	
Experience		
<p>Experience of working in an educational setting, with a proven track record of success in this role</p> <p>Experience of working with children and young people in an education setting</p> <p>Experience working with vulnerable young people and children with additional needs</p> <p>Experience supporting and advising parents</p> <p>Experience dealing with children, young people and families whose behaviour can be challenging and emotionally demanding.</p> <p>Experience designing, implemneting and delivering training within educational settings</p> <p>Experience planning, implementing and advising on behaviour strategies</p> <p>Experience of Child Protection and Safeguarding</p>	<p>Assessing the needs of children permanently excluded from school or at the risk of being permanently excluded from school, and implementing plans to ensure the successful reintegration into a full time school place..</p> <p>Experience of working in an Education establishment or Children's Services Directorate.</p> <p>Experience of working in a school</p> <p>Understanding of Exclusion Regulations</p>	

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