



**RAINHILL
HIGH SCHOOL**



RainhillSixth

CANDIDATE **RECRUITMENT PACK**

INCLUSION MANAGER



LEARN THINK CONTRIBUTE CARE



LFC ACADEMY
EDUCATION
CENTRE
LFC WOMEN



Artemark
Platinum Award
Awarded by Arts
Council England



WELCOME FROM THE HEADTEACHER



Thank you for your interest in Rainhill High School. I hope you find this information pack helpful. If you would like to know more about us before you apply please see our website rainhillhighschool.org.uk or alternatively contact jobs@rainhillhigh.org.uk

Our school has a long and strong record of academic success, the highest of which was in 2022. The destinations that our students move onto are strong. Our continued focus is on raising the aspirations, achievements and confidence of all our students to ensure they have the best life chances; that all of our students leave us ready to take on the world with conviction and self-assurance. We make no apologies for having the highest expectations of all our students.

Our curriculum is ambitious. Students are expected to work hard, and this is complemented by our excellent pastoral care, support and guidance. You will find the staff here are determined to support academic achievement but also provide a wide range of enrichment and extra-curricular activities both within and beyond the classroom, ranging from trips to New York to football teams in school; all of which are important in building the confidence, resilience and experiences of every child.

Our school's mission is 'In Pursuit of Excellence' in everything that we do and our core values; Learn, Think, Contribute, Care, embody our determination to ensure that all our students receive a first-class education that enables them to take their place in society with confidence. We are a popular and high achieving school on the edge of Merseyside with a very strong reputation locally and significantly oversubscribed.

I am very proud of the continued success of Rainhill High School.

Mrs J Thorogood
Headteacher

INCLUSION MANAGER

Role Overview

DIRECTLY RESPONSIBLE TO:
Deputy Headteacher

Are you committed to and enthusiastic about inclusion and can implement strategies to ensure achievement for students who face barriers to learning?

DIRECTLY RESPONSIBLE FOR:
Inclusion

This role will require you to lead and manage the Inclusion provision, assisting in the promotion, direction and oversight of high standards of teaching and learning. You will be expected to ensure that high quality teaching and learning is taking place in the Centre, setting high expectations for staff and students ensuring student achievement and progression through effective inclusion for all pupils.

COMMENCING:
As soon as possible

You will be required to work with the pastoral and attendance team to support teaching and learning across the school and are able to plan, deliver and assist teaching and learning, providing pastoral support and other associated activities for students, ensuring students accessing the provision are able to access the curriculum.

CLOSING DATE:
Wednesday 10th April 2024
9am

INTERVIEW DATE:
Monday 22nd April 2024

We are looking for an experienced manager who has excellent written and oral communication skills, is a good team player with a positive mindset and can maintain a solution focused approach, with the ability to manage time effectively and meet deadlines.

Prospective candidates can visit the school by prior appointment by calling 01744 677205

This is a challenging but rewarding role and the successful candidate will have a sense of humour, a smile and an empathy for young people with a dedication for high expectations of student behaviour, engaging all students, including those who have special educational needs or display challenging behaviour.

If you believe you have the skills and dedication to meet our standards, Rainhill High is the school for you. The Academy is working hard to make a difference to staff workloads by investing time, technology, and support to make Rainhill an attractive place to work.



“Staff felt that leaders are supportive of their well-being and cognisant of their workload”
OFSTED

***“When I started I thought the school was massive and that I would get lost every day
but you soon find your way, I really enjoy it here”***

Year 7 student

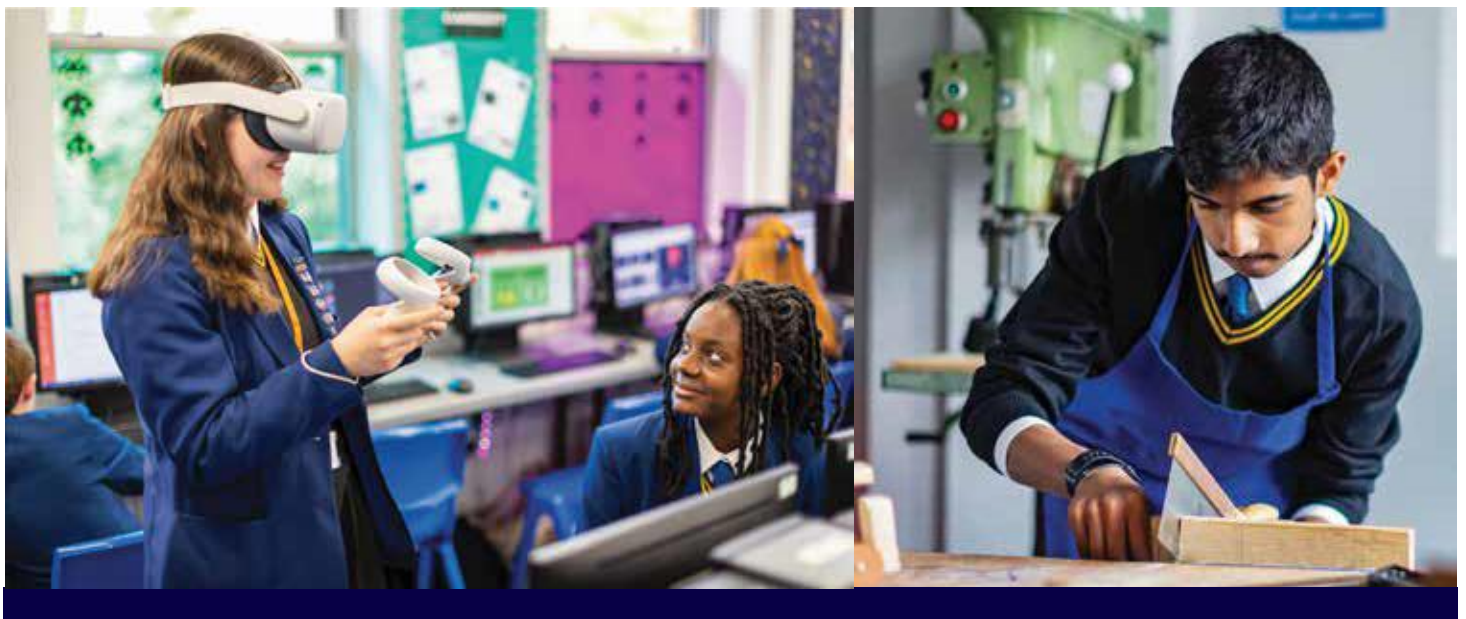
***“I go to Zoology club to learn about animals and how to look after them.
The school has loads of opportunities for you to get involved in”***

Year 8 student

***“My teachers are all really helpful,
if you get stuck they help you to understand”***

Year 9 student

“Leaders follow up on any concerns quickly and effectively”OFSTED



Post: Inclusion Manager

Grade: NJC SCP 26 – 28 (£31,004 - £33,061 actual pa)

Contract: 37 hours per week Full time
Term Time only plus 2 weeks (Including 5 Inset days)

Responsible to: Deputy Headteacher

Responsible for: Inclusion LSA

Purpose of the post

To assist in the promotion, direction and oversight of high standards of teaching and learning, provide leadership, support and direction for Inclusion, ensuring student achievement and progression through effective inclusion for all pupils. Every child matters.

Specific duties and responsibilities

1. Provide support and guidance to students and removing barriers to learning to promote effective student participation, enhance individual learning, raise aspirations, and support students to achieve their full potential.
2. Maintaining a safe environment for students by observing them closely for signs of distress, conflict, or bullying between classmates
3. Providing one-on-one instruction and support to students who need extra help with their lessons or homework
4. Providing emotional support and encouragement to students who are struggling academically or socially
5. Cultivating a supportive environment for all students, regardless of ability level or disability status
6. Communicating regularly with parents about their child's progress and behaviour in class
7. Assisting with developing individualised academic plans for each student based on their needs or disabilities
8. Creating an environment that motivates students to learn through positive reinforcement methods such as praise or rewards
9. Developing activities that encourage teamwork and cooperation among students
10. Creating an inclusive environment by adapting lessons to incorporate different learning styles and abilities

1. Teaching and Intervention

To undertake an appropriate programme of teaching and intervention to small groups

2. Whole School Contribution

To contribute to the development of whole school policy - to support the school's vision, value and policies

Generic Responsibilities

- (a) To work consistently to uphold School's mission statement.
- (b) To follow all school policies
- (c) To work in a co-operative and polite manner with all stakeholders.
- (d) To work with students in a courteous, positive, caring and responsible manner at all times.
- (e) To follow the child protection procedures. To ensure that students' safety and wellbeing is never compromised.
- (f) To be polite, cooperative and positive when communicating to other staff.
- (g) To take an active and positive role in the school's commitment to the development of staff, and their annual review procedures.
- (h) To work with visitors to the school in such a way that it enhances the reputation of the school.
- (i) To seek to improve the quality of the school's service.
- (j) To present oneself in a professional way that is consistent with the values and expectations to the school.

Additional Duties

Any other duties deemed reasonable, as directed by the Headteacher/Deputy Headteacher.

This post is subject to Enhanced Disclosure

The details contained within this job description reflect the content at the date it was prepared. However it is inevitable that, over time, the nature of the job may change. Existing duties may no longer be required and other duties may be gained without changing the general nature of the post or the level of responsibility entailed. Consequently, the School will expect to revise this job description from time to time and will consult the postholder/s at the appropriate time.

Signed: _____

Date: _____

Signed: _____

Date: _____



PERSON SPECIFICATION



Criteria	E/D	A/I/P
Knowledge and Experience		
Track record of successful teaching within a whole class setting	E	A/I
Experience with behaviours that challenge	E	A/I
Experience with SEND/SEMH	E	A/I
Knowledge of current educational issues and their relationship to the inclusion, behaviour support and Children's Services.	E	A/I
Knowledge of the range and type of interventions available and be able to apply these appropriately in the context of the School's resources and the individual child.	E	A/I
Evidence of working with other professionals as part of a team.	E	A/I
Qualifications and Training		
Good Degree or equivalent in relevant subject area	E	A/I
PGCE	D	A/I
QTS/QTLS	D	A/I
Evidence of further and ongoing professional development	E	A/I
Willingness to continue to develop own expertise (evidenced through continuing professional development)	E	A/I
Appropriate qualifications, experience and any other requirements needed to perform the role in relation to safeguarding/child protection and promoting the welfare of children and young people.	D	A/I
Skills and Abilities		
Excellent communication (both orally and in writing) and presentation skills applicable to a range of audiences.	E	A/I
The initiative, ability and desire to creatively support students in lessons	E	A/I
Excellent Time management skills	E	A/I
Ability to lead, motivate and influence others	E	A/I
Hardworking and committed to inclusive education.	E	A/I
Solution focused approach	E	A/I
Ability to build positive relationships and have effective communication with parents/carers/students	E	A/I
Capacity for working under pressure and meeting deadlines	E	A/I
Commitment to Equal Opportunities		
Ability to understand and demonstrate commitment to equality and diversity	E	A/I

E = Essential requirement of the role A = Assessed via the application form P = Presentation
 D = Desirable requirement of the role I = Assessed at Interview T = Task

GUIDANCE FOR COMPLETING YOUR APPLICATION FORM

Your application form should be submitted to the school by email to the school's job vacancies email address provided, or by hard copy to the school postal address. Your application consists of two parts; the application form and the optional Equal Opportunities form. Your application form will be used to measure you against the essential criteria as identified on the person specification. This is your opportunity to sell your skills, abilities and experience. It is important that you read the job description and person specification carefully and ensure that your application is tailored to the role you are applying for. You may also wish to submit a covering letter outlining how your career to date has prepared you for the post.

Take time to check your application form to ensure that you have completed all sections. Also check for any spelling and grammatical mistakes.

The Equal Opportunities form will be used to assist in monitoring the effects of the school's equal opportunities policy in recruitment and selection and will help us to develop and improve.

If you are applying for a post that includes working with children or vulnerable adults please include the date that you left secondary education. We may contact any of your previous employers to confirm information provided in your application.

Section 6: This is your opportunity to demonstrate to the shortlisting panel how you meet the essential criteria of the person specification. Use specific examples and evidence of your skills, abilities and experience to demonstrate how you meet the criteria.

Section 7: Please provide details of two referees, one of whom must be your current or most recent employer. Referees cannot be relatives or people writing solely in the capacity of friends. If you are applying for a post which involves working with children or vulnerable adults and you are not currently working with children or vulnerable adults, but have done so in the past, please provide details of the most recent employer of this type of employment.

Section 14: In line with the statutory guidance document Keeping Children Safe in Education (2023) the trust will conduct online searches after the shortlisting process for any candidates who accept an invitation to interview.

You are required to sign the form to confirm that the information you have provided is accurate and true. Providing false or misleading information could result in your application being rejected, a conditional offer being withdrawn or lead to disciplinary proceedings which may result in dismissal. If you send your application by email, it will be deemed that you have signed the declaration. You will be required to sign a copy of your application form if you are invited for interview or if you are offered the post subject to further checks.

Application forms should be returned to jobs@rainhillhigh.org.uk

Please note it is our policy to retain all application forms for unsuccessful applicants for a period of six months, after which time they are securely destroyed.

[Click here for the Non-Teaching Application Form](#)

OUR PARTNERS



Founded in 2015 by former Liverpool and England striker, Robbie Fowler, The Fowler Academy's results are impressive. Receiving glowing reports from OFSTED and Pearson qualifications, The Fowler Academy were awarded 'Most Inspirational Post 16 Provider in 2019's Educate Awards and were shortlisted in the 2021 TES Awards, as best national provider and have recently moved to their new home, the former first team training ground for Liverpool FC, Melwood.

Partnerships with the LFC Foundation and Rainhill, The Fowler Academy's blended offer of football and post 16 education is both exciting and innovative, ensuring excellent outcomes for students.

