

# KIRKLEES COUNCIL

## J O B D E S C R I P T I O N

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**SECTION:** WESTBOROUGH HIGH SCHOOL

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**POST TITLE:** Isolation Manager

**GRADE:** 8 (SCP 19-21)

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### **PURPOSE OF POST**

To manage and co-ordinate the day-to-day function and development of the school's Isolation Room. To be responsible for the coordination of work and programmes of support for pupils referred to the room liaising with Progress Leaders, Year Leaders, Behaviour Team and the SENCO when necessary. To support with the administration of the Behaviour Monitoring System within school.

### **KEY AREAS**

1. Daily Management of the Isolation Room
2. Support/Supervision
3. Curriculum Provision
4. Administration of behaviour management systems
5. General

### **DUTIES AND RESPONSIBILITIES**

#### **1. Development and Daily Management of Isolation Room**

- 1.1 To be responsible for maintenance of purposeful, orderly and productive working environment in the school's Internal Exclusion Unit and/or other school pupil support areas as directed.
- 1.2 Manage the administration of the room inputting records, information and data, producing analysis and reports.
- 1.3 Production of lesson/work plans, worksheets, plans etc within an agreed system of supervision.
- 1.4 Take a lead role in planning, development and organisation of systems/procedures relating to isolation.
- 1.5 Undertake marking of pupils' work if required and accurately record achievement/progress.
- 1.6 Support pupils' access to learning using appropriate strategies and resources if required.

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- 1.7 Work with other relevant staff in planning, evaluating and adjusting learning activities as appropriate for pupils if required.
- 1.8 Monitor and evaluate pupils' responses and progress against action plans through observation and planned recording.
- 1.9 Provide objective and accurate feedback and reports as required to other staff on achievement, progress and other matters, ensuring the availability of appropriate evidence.
- 1.10 Manage record keeping systems and processes.
- 1.11 Establish constructive relationships with parents/carers, exchanging information, facilitating their support for their child's attendance, access and learning and supporting home to school and community links.
- 1.12 Administrative support e.g. dealing with correspondence, compilation/analysis/reporting.
- 1.13 Support the restorative process between staff and pupils, as well as pupils and pupils when positive relationships have broken down.
- 1.14 To establish productive working relationships with pupils, acting as a role model and setting high expectations.

## **2. Pupil Support/Supervision**

- 2.1 To manage and deliver support to pupils within the Unit.
- 2.2 To manage the supervision of pupils excluded from, or otherwise not working to a normal timetable and pupils returning as part of an exclusion process.
- 2.3 Attend to pupils' personal needs and provide advice to assist in their social, health and hygiene development.
- 2.4 Assist with the development and implementation of individual Education/Behaviour/Support/Mentoring plans.
- 2.5 Establish productive working relationships with pupils, acting as a role model.
- 2.6 Provide information and advice to enable pupils to make choices about their own learning/behaviour/attendance.
- 2.7 Challenge and motivate pupils, promote and reinforce self-esteem.
- 2.8 Provide feedback to pupils in relation to progress, achievement, behaviour and attendance as a result of their allocation to Isolation.
- 2.9 Organise monitoring systems for identified pupils.

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- 2.10 To co-ordinate specific behaviour strategies for individual s/pupils and oversight of referrals.
- 2.11 To provide advice and guidance to staff on how best to manage individual /pupil behaviour.
- 2.12 To work with the families of pupils who are at risk of fixed term or permanent exclusion, putting into place agreed pupil support plans to help modify behaviour.
- 2.13 To manage the day-to-day organisation of the school's internal exclusion area.
- 2.14 To assist the school in audit of needs and priorities with regards to behaviour.

### 3. **Curriculum Provision**

- 3.1 Be responsible for the management of stock levels, whilst providing a regular audit of resources.
- 3.2 Be responsible for liaising with departments regarding core materials.
- 3.3 Comply with and assist with the development of policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- 3.4 Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
- 3.5 Contribute to the overall ethos/work/aims of the school.
- 3.6 Establish constructive relationships and communicate with other agencies/professionals, where appropriate in liaison with your line manager, to support achievement and progress of pupils.
- 3.7 Attend and participate in regular meetings.
- 3.8 Participate in training and other learning activities as required.
- 3.9 To maintain computerised records of all interventions with pupils, meetings with parents and external agencies.
- 3.10 To ensure that information about pupils is shared with the appropriate colleagues.
- 3.11 To participate in relevant training programmes and network events in order to keep up to date with national and local developments in behaviour support.

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#### 4. Leadership and Management of Staff

- 4.1 Assess and identify training needs of staff supporting the facility and ensure that any relevant training is undertaken.
- 4.2 Support performance management of supporting staff in line with the performance management policy.

#### 5. General

- 5.1 As part of your wider duties and responsibilities you are required to promote and actively support the school's/LA's responsibilities towards safeguarding. Safeguarding is about keeping people safe and protecting people from harm, neglect, abuse and injury. It is about creating safe places, being vigilant and doing something about any concerns you might have. It is not just about the very old and the very young, it is about everyone who may be vulnerable. Please refer to the employment page, working for the Council on the Kirklees website under the following link:  
<http://www.kirklees.gov.uk/employment/safeguarding.shtml>
- 5.2 Carry out your duties with due regard to current and future School's/LA's policies, procedures and relevant legislation. These will be drawn to your attention in your appointment letter, your statement of particulars, induction, on-going performance development and through School communications.

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**RESPONSIBLE TO:** Deputy Headteacher

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**RESPONSIBLE FOR:** Other Support Staff as designated by Headteacher

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JD Reference No	SS/ETA09/TASC
JD Prepared / Amended	July 2020
Refers to Estab(s)	

<b>EMPLOYEE SPECIFICATION</b>
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**SERVICE AREA:** Children & Young People Service**SECTION:** WESTBOROUGH HIGH SCHOOL**POST TITLE:** Educational Teaching Manager (Isolation Manager)**GRADE:** 8 (SCP 19-21)

	ATTRIBUTES		RELEVANT CRITERIA	HOW IDENTIFIED	RANK
1.	<b>RELEVANT EXPERIENCE</b>	1.1	Experience of mentoring/one to one support with young people, including those with challenging behaviour.	Application form/ Selection Process	A
		1.2	Experience of working with young people with complex needs	Application form/ Selection Process	A
		1.3	Experience of supervising and coordinating the work of young people	Application form/ Selection Process	A
		1.4	Experience of using a range of behaviour strategies	Application Form/ Selection Process	A
		1.5	Experience of working in an educational setting.	Application Form/ Selection Process	B
2.	<b>EDUCATION AND TRAINING ATTAINMENTS</b>	2.1	Educated to GCSE level or above including English and Maths or be able to demonstrate ability to work at this level.	Application Form/ Selection Process	A
		2.2	NVQ Level 3/ degree or equivalent work based qualification	Application Form/ Selection Process	B
		2.3	Training in relevant learning/behaviour strategies.	Application Form/ Selection Process	B
		2.4	ICT skills in order to maintain and develop databases, produce reports and work with the school systems.	Application Form/ Selection Process	A

3.	<b>GENERAL AND SPECIAL KNOWLEDGE</b>	3.1	Understanding of Child Protection Procedures.	Application Form/ Selection Process	A
		3.2	Understanding of and commitment to Equal Opportunities and how this relates to the duties of the post.	Selection Process	A
		3.3	Knowledge and understanding of some of the current research pertaining to the field of mentoring, behaviour management and restorative practices.	Application Form/ Selection Process	B
		3.4	Understanding of child development and learning including Special Educational Needs	Application Form/ Selection Process	A
4.	<b>SKILLS AND ABILITIES</b>	4.1	Ability to relate to children/young people from diverse social backgrounds.	Application Form/ Selection Process	A
		4.2	Written communication and ICT skills in order to produce detailed reports/records and contribute to both policy development and implementation.	Application Form/ Selection Process	A
		4.3	Ability to work under own initiative and as part of a team	Application Form/ Selection Process	A
		4.4	Ability to effectively communicate with children/young people, school staff and outside agencies.	Selection Process	A
		4.6	Ability to work with children/young people exhibiting challenging and severe behavioural difficulties.	Application Form/ Selection Process	A
		4.7	Ability to work to a high degree of emotional intelligence and stay calm and professional under pressure.	Application Form/ Selection Process	A
5.	<b>ANY ADDITIONAL FACTORS</b>	5.1	Commitment to ongoing training and development.	Selection Process	
		5.2	Understanding of relevant policies/code of practice and awareness of relevant legislation.	Selection Process	

Please make sure that you demonstrate your ability to meet the requirements of the job by giving clear, concise examples of how you meet each criteria on your application form. The letters A, B and C in the "Rank" column refer to the importance we will give your answers when we read your applications. You must have all the A's on day one to be able to do the job, you need to have all the B's to do the job, but they could be learnt during the induction, and if you have C criteria this would be an additional bonus. We recognise and welcome our responsibility to remove any barriers in our Recruitment and Selection process for disabled people. We have tried to do this, but if you have a disability and identify any barriers in the job description or employee specification, please tell us of these in your application. We are committed to making reasonable adjustments to the job wherever possible and it would help us to know your needs in order to do this.

Where criteria are to be identified through the "Selection Process", this may involve written exercises, group discussions, presentations, interview etc.

ES Reference No	SS/ETA09/LB/SPEC
ES Prepared/Amended	July 2020
Refers to Estab(s)	