

Inclusion and Haven Coordinator

JOB DESCRIPTION

Salary / Grade range	Grade 5, point 13-19 Pro rata actually salary 24,372.83 32 hours per week, 8.30-15.30, term time only + 5 training days There will be a requirement to work during Opening Evening and Parents Evening.
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Purpose of the Role

The Inclusion and Haven Coordinator will play a key role within the school's Inclusion Team, combining direct support for students with the coordination and administration of SEND and inclusion provision.

A significant element of the role will be working within the Haven, providing targeted support for students experiencing Emotionally Based School Avoidance (EBSA), anxiety, mental health difficulties and other barriers to accessing education. The postholder will build positive relationships with students, help identify barriers to engagement and support them towards successful reintegration into mainstream lessons.

The postholder will also support students accessing the Haven to continue with their education, including providing English and mathematics learning support across Years 7–11.

Alongside the Haven provision, the Inclusion and Haven Coordinator will provide high-quality organisational and administrative support to the SENDCo, Strategic Lead and wider Inclusion Team, contributing to the effective coordination, recording and delivery of SEND provision across the school.

1. Haven Provision and EBSA Support

- Work within the Haven during designated sessions, providing a consistent, calm and supportive environment for identified students.
- Provide targeted support for students experiencing Emotionally Based School Avoidance (EBSA), anxiety, mental health difficulties and other barriers to attending or accessing lessons.
- Use EBSA training and appropriate assessment tools and strategies to explore and help identify the barriers affecting individual students.
- Build positive and professional relationships with students to support their emotional wellbeing, confidence, resilience and engagement with school.
- Use relevant mental health training to provide appropriate early support to students, recognising the professional boundaries of the role.
- Work with students to develop strategies that support improved attendance, engagement and successful reintegration into mainstream lessons.

- Monitor students accessing the Haven and maintain appropriate records of attendance, engagement, interventions and progress.
- Identify emerging concerns and communicate these promptly to the appropriate member of the Inclusion, Pastoral or Safeguarding Team.
- Work collaboratively with the SENDCo, DSL, Inclusion Manager, pastoral staff, attendance staff, teaching staff and other relevant colleagues to provide coordinated support.
- Contribute to individual support and reintegration plans for students accessing the Haven.

2. English and Mathematics Support

- Provide English and mathematics learning support to students in Years 7–11 accessing the Haven.
- Support students to continue accessing their curriculum while temporarily unable to attend some or all of their mainstream lessons.
- Liaise with English, mathematics and other curriculum staff to obtain appropriate work and resources for students.
- Explain and support learning activities, adapting the approach where appropriate to enable students to engage successfully with their work.
- Support students preparing for assessments and examinations where appropriate.
- Encourage students to develop confidence and independence in their learning.
- Monitor engagement with and completion of academic work and communicate relevant information to teaching and Inclusion staff.
- Help minimise gaps in learning resulting from periods of reduced lesson attendance.

3. SEND and Inclusion Administration

- Provide effective administrative and organisational support to the SENDCo, Inclusion Manager and wider Inclusion Team.
- Assist with the coordination, monitoring and evaluation of provision for students on the SEND Register.
- Maintain accurate and up-to-date electronic and paper records for students with SEND.
- Manage and administer documentation relating to students on the SEND Register.
- Undertake data input, record keeping and administrative tasks accurately and within required timescales.
- Use Microsoft Word, Excel, school information systems and other relevant software effectively.
- Contribute information to reports relating to individual students and SEND provision across the school.
- Produce and maintain documents, spreadsheets and resources required by the Inclusion Team.
- Ensure information and documentation are appropriately shared with relevant staff and stakeholders.

4. Year 6 Transition and Induction

- Support the planning, organisation and coordination of the Year 6 to Year 7 transition programme for students with SEND and additional needs.
- Work closely with the SENDCo and Transition Lead to identify students who may require additional or enhanced transition support.

- Liaise with primary schools to gather relevant SEND, pastoral and inclusion information for incoming students.
- Coordinate the collection, organisation and transfer of relevant documentation and student information from primary schools.
- Support communication with parents/carers throughout the transition process, responding to queries and ensuring relevant information is shared with the Inclusion Team.
- Organise and coordinate additional transition visits, activities and familiarisation sessions for students who require enhanced transition support.
- Support students during transition visits and activities, helping to identify potential barriers, anxieties and additional support needs.
- Support transition arrangements for students experiencing anxiety, EBSA or other difficulties that may affect their successful move to secondary school.
- Arrange and coordinate meetings with primary school staff, parents/carers and external professionals where additional transition planning is required.
- Create and maintain transition records, trackers and other documentation to ensure identified actions are completed.
- Ensure relevant information regarding incoming students is communicated appropriately to teaching, pastoral and support staff before students start in Year 7.

6. Coordination of LSA and HLTA Provision

- Support the induction of new members of the Inclusion Team.
- Coordinate external training arrangements for LSAs and HLTAs.
- Support the organisation and support of SEND, Inclusion or safeguarding training for staff across the school.

7. Meetings and Communication

- Arrange meetings involving parents/carers, school staff and external professionals.
- Coordinate room bookings, invitations, documentation and other practical arrangements for meetings.
- Attend meetings and take accurate minutes where required.
- Maintain effective and professional communication with parents/carers regarding SEND and Inclusion matters within the scope of the role.
- Liaise with external agencies and professionals as directed by the SENDCo, DSL or Inclusion Manager.
- Ensure messages, reports and other information received from parents/carers and professionals are communicated promptly to the appropriate member of staff.
- Maintain professional standards of written and verbal communication with all stakeholders.

8. Interventions – Coordination, Monitoring, Impact and Communication

- Support the organisation and coordination of SEND and Inclusion interventions across the school.
- Book and coordinate appropriate rooms and spaces for interventions, ensuring suitable accommodation is available and communicating arrangements to relevant staff.
- Maintain an up-to-date timetable of interventions, including students, staff, times and locations.
- Monitor and collate information relating to student progress and the effectiveness of interventions.

- Complete intervention impact statements at the end of each intervention or agreed review period, clearly summarising the provision delivered, student engagement, progress made and identified next steps.
- Liaise with intervention staff and relevant teaching staff to gather information required to complete impact statements accurately.
- Send completed intervention impact statements to parents/carers within agreed timescales, ensuring families are kept informed of the support provided and progress made.
- Maintain records of impact statements and communication with parents/carers.

9. Examination Access Arrangements – Administrative Support

- Provide administrative support for the school's examination Access Arrangements processes under the direction of the Inclusion Manager, DSL, SENDCo.
- Undertake invigilation duties during internal and external examinations, including supporting students with approved Access Arrangements, in accordance with examination regulations and school procedures.

10. Data and Record Keeping

- Create and administer online surveys and questionnaires to gather feedback and information from students, parents/carers and staff.
- Use appropriate online platforms, such as Microsoft Forms or other school-approved systems, to design and distribute surveys.
- Work with the SENDCo, Inclusion Manager and DSL to develop surveys that support the evaluation of SEND, Safeguarding and Inclusion provision.
- Collate, analyse and present survey responses in a clear and accessible format.
- Produce summaries, tables and reports from survey findings to support evaluation and future planning.
- Support the collection and collation of SEND and Inclusion data.
- Maintain accurate records relating to students receiving SEND and Inclusion support.
- Produce information, spreadsheets and reports as requested by the SENDCo or Inclusion Manager.
- Ensure student files and records are maintained accurately and securely.
- Monitor deadlines and support the Inclusion Team in ensuring required documentation is completed within appropriate timescales.
- Ensure that surveys and other methods of data collection are completed in accordance with school policies, confidentiality requirements and data protection procedures.

11. Confidentiality, Safeguarding and Professional Responsibilities

- Maintain the highest standards of confidentiality when handling sensitive information relating to students and families.
- Comply with UK GDPR, Data Protection legislation and relevant school procedures regarding the collection, processing, storage and sharing of personal information.
- Carry out all duties with full regard to the school's Safeguarding and Child Protection Policy, Code of Conduct and other relevant policies.
- Recognise and report safeguarding concerns immediately in accordance with school procedures.

- Maintain appropriate professional boundaries when supporting vulnerable students.
- Participate in relevant training and professional development to maintain and develop the knowledge and skills required for the role.

12. Wider Inclusion Responsibilities

- Work collaboratively as an active member of the Inclusion Team.
- Develop effective working relationships with teaching staff, support staff, pastoral teams, attendance staff and other colleagues.
- Promote an inclusive approach and high expectations for students with SEND and those experiencing barriers to accessing education.
- Contribute to Inclusion Team meetings and wider school initiatives as appropriate.
- Support students in lessons, interventions or other areas of school when required.
- Undertake other reasonable duties consistent with the nature and level of responsibility of the role, as directed by the SENDCo, DSL, Inclusion Manager or appropriate senior leader.

Key Working Relationships

The Inclusion and Haven Coordinator will work closely with:

- SENDCo
- DSL
- Inclusion Manager
- Strategic Lead for Inclusion/SEND
- LSAs and HLTAs
- Pastoral and Attendance Teams
- Safeguarding Team
- Teaching staff
- Exams Team
- Parents and carers
- External agencies and professionals

Equal opportunities Policy

Promote equal opportunities in all aspects of responsibility according to the school's aims and objectives.

In addition to those duties and responsibilities outlined above, the contributions of each member of staff to the work of the school will include the following:

- to play a positive role in the spiritual life of the school community;
- to maintain a high standard of discipline, appearance, punctuality and commitment in all students;
- to promote parental and community involvement in the life and work of the school.

All job descriptions are subject to modification as the needs of the school change and/or circumstances demand. Following consultation between the Headteacher and the member of staff concerned, reasonable changes may be made.

This job description should be read in conjunction with the statutory conditions of the latest *School Green book for support staff Pay and Conditions Document*.

Personal Specification		
	Essential	Desirable
Qualification and CPD		
• Excellent written/verbal communication	/	
• Experience of working with SEND pupils		/
Experience, Knowledge and Skills		
Supportive of the Catholic ethos and values of the school	/	
Excellent interpersonal skills	/	
Strong organisational skills and prioritising	/	
Flexible approach to working	/	
Qualities to be a positive role model	/	
Confident and able to accept challenge in a professional manner	/	
Full working knowledge of relevant policies/codes of practice and awareness of relevant legislation to the position. (e.g. GDPR)	/	
Ability to maintain confidentiality.	/	
Experience of working with outside agencies		/
Knowledge of Safeguarding Policies and Procedures		/
Experience in setting and working towards targets and deadlines	/	
A good working knowledge of office management systems such as Microsoft Word/Excel/Outlook/MS Teams	/	
Ability to analyse data	/	
Experience of using SIMS		/
Excellent health and attendance records	/	
Ability to work effectively in a team	/	
Excellent professional conduct	/	