**JOB DESCRIPTION**

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| **Job Title:** | Turnaround Programme  (Emmaus Manager) | **Grade:** | NJC Grade 5  SCP 17 |
| **Area/Section:** | St Francis Xavier's Catholic Academy | **Salary:** | £31,022 pro rata |
| **Date Prepared:** | June 2025 | **Hours:** | 35hrs pw (30 mins unpaid lunch) |
| **Reporting to** | Headteacher , Deputy Headteacher - Behaviour & Safeguarding, SENDCO | **Contract:** | 39 wks -Term Time  + 5 INSET |

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| **Role Purpose** |
| To lead a specialist team in the Inclusion Centre to ensure all pupils at the centre have the best possible chance of success whilst working in line with school expectations and the school ethos. To work as part of the Inclusion Team in partnership with the Pastoral Team in developing and implementing personalised intervention programmes for each pupil who has been identified as needing support in terms of progress, learning, achievement, emotional well-being, behaviour, attendance, engagement, aspirations, or motivation.  As the Turnaround Project (Emmaus) Manager you will be responsible for the efficient and effective running of the centre and the day-to-day management and co-ordination of staff (teaching & support staff, and external agencies) working in Emmaus, along with promoting and monitoring high standards of; behaviour , intervention, curriculum delivery, safeguarding and health and safety. |

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| **Role Summary** |
| **The Emmaus Manager will be required to:**   * Be responsible for the efficient and effective running of the centre and the day-to-day management of the staff (teaching & support staff) working in Emmaus, along with promoting and monitoring high standards of health and safety and safeguarding. * Communicate with parents regarding pupils placed in Emmaus. * Liaise with the SENDCO, pastoral teams and outside agencies coming into the centre to work with pupils. * Coordinate outreach support and intervention for pupils in areas of need (in collaboration with the Head of Year and SLT), and to ensure that the school’s inclusion policy is fulfilled. * Deliver intervention as required and assist with the delivery of curriculum subjects as needed * Assist the Headteacher, Governors and the Catholic Multi Academy Trust in leading strategy and policy development so that staff and pupils achieve rigorous, personal targets. * Contributing to child welfare and protection, keeping up to date with the latest procedures and regulations and ensuring attendance at appropriate INSET training and meetings.  Systematically maintain logs and records of support implemented for each individual pupil.  * Ensure the availability and provision of suitable sessions to work with identified pupils in the Centre; including the planning, provision and direct delivery of one-to-one mentoring sessions that focus on self-esteem, emotional awareness, aspirations, positive behaviours, social expectations, anger management, communication with others and other areas linking to pupil well-being. * Plan and deliver suitable sessions to work with identified pupils in the Inclusion Centre through small group work sessions to meet the needs of the cohort. * Develop and carry out a range of quality assurance processes to ensure that the quality of provision for students is excellent. * Develop a range of strategies for monitoring the impact of planned interventions, including through the use of Arbor * Work with identified pupils on placement at the Centre as directed by the Heads of Year and Assistant Head Teacher * To act at all times in the best interests of pupils and staff, by carrying out the professional responsibilities outlined. * Uphold the college's mission statement while keeping with the Academy ethos and always work effectively to keep with the stated aims of the Mission Statement. * Promote the Gospel values and the Catholic Social Teaching among pupils, staff, families, and governors. You will act at all times in the best interests of pupils and staff by carrying out the Professional Responsibilities outlined in the Code of Conduct. * To be involved in whole school activities and events when necessary. * To be active in the development of the Catholic ethos of St Francis Xavier’s Catholic Academy and to be fully involved in the Catholic life of the school. * You will assist the Headteacher, Governors and the Catholic Academy Trust in leading strategy and policy development so that staff and pupils achieve rigorous, personal targets. |

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| **Key Resonsibilities and accountabilities** |
| Under the direction of the Headteacher, Deputy Headteacher - Behaviour & Safeguarding, and Assistant Headteacher   * Manage the Emmaus provision, including curriculum planning and delivery * To be responsible for the day-to-day management of staff within the centre and act as a positive role model. * Ensure that assessments, plans and curriculum delivery is part of a coordinated, shared approach with parents/carers and other services * Co-ordinate assessment and reporting to parents of pupils placed in the centre as required * Ensure that the school behaviour policy is followed at all times * Ensure that the school’s inclusion policy is fulfilled. * Liase with the SENDCO to ensure quality first teaching for all pupils placed in the centre * Liase with the Pastoral team * Responsible for early intervention with children and their families, working alongside the pastoral teams to provide school based Early Help, and signpost to external Early Help to improve the education, training, or employment (ETE) offer and engagement of the identified children, specifically targeting intensive services addressing individual risks and protective factors, such as:   + behaviour change programmes   + relationship support for parents   + mentoring schemes for young people. * Work directly with the children, their families, and external agencies to ensure children have an appropriate intervention and curriculum offer, and to provide support which overcomes barriers to re-integration, attendance and/or engagement. * Provide advice, consultation and supportive challenge for colleagues and external agencies working in accordance with current research and theory to ensure evidenced based practice (trauma informed, strength based and solution focused). * Develop, enhance and maintain excellent working relationships and work collaboratively with teaching and support staff, specific service providers, stakeholders, partner agencies (e.g. Police, children’s services, SENISS) and the wider community, ensuring positive outcomes for children   **Strategic Leadership:**   * Responsible for engaging with external agencies and providers to ensure children have an appropriate intervention and curriculum offer, and to provide support which overcomes barriers to re-integration, attendance and/or engagement. * To analyse and interpret relevant national, local and college data, research and inspection evidence to inform, practices, expectations, targets and teaching methods. * To establish and implement clear policies and practices for the centre. * Ensure that information about pupils’ achievement in previous classes and schools is used effectively to secure good progress. * Monitor progress in achieving Emmaus plans and targets and use this analysis to guide further improvement. * To evaluate the learning of the students in Emmaus and use this analysis to identify effective practice and areas for improvement and take action to further improve the quality of teaching. * Report to the Pastoral Teams and Senior Leadership Team on progress, behaviour and intervention as required   **Operational: Strategic Planning**   * To be responsible for the day-to-day management and control for the Centre, including effective deployment of staff and physical resources. * To actively monitor and follow up on student progress. * To implement Academy Policies and Procedures. * To work with colleagues to formulate aims, objectives and strategic plans for the Centre which have coherence and relevance to the needs of students and to the aims, objectives and strategic plans for the Academy. * To link with the College Chaplaincy Team to ensure that the work in the Centre fully reflects the Academy’s distinctive ethos and mission. * To ensure that Health and Safety policies and practices, including Risk Assessments, are in line with national requirements and are updated where necessary, therefore liaising with the school’s Health and Safety Manager.   **Curriculum Provision:**   * To be accountable for the delivery of work for students whilst placed in the Centre.   **Curriculum Development:**   * To keep up to date with national developments in teaching practice and methodology.   **Quality Assurance:**   * To ensure the effective operation of quality control systems. * To establish common standards of practice within the Centre * To implement Academy quality procedures and to ensure adherence to those within the Centre. * To seek/implement modification and improvement where required.   **Management Information:**   * To ensure the maintenance of accurate and up-to-date information concerning the pupils placed in the Centre on the management information system. * To make use of analysis and evaluate performance data provided. * To identify and take appropriate action on issues arising from data, systems and reports; setting deadlines where necessary and reviewing progress on the action taken. * To provide the Governing Body with relevant information relating to the Centre’s performance and development.   **Contacts and Relationships**   * SLT, Curriculum Leaders, Pastoral Team and SENDCO on a regular basis to give and receive information, a confident, calm and firm manner may be required. * Dealing with issues which may not be straightforward and may require diplomacy and tact to resolve when having regular and frequent contact with the most behaviourally challenged students in the school. * Meets students and parents in potentially stressful situations and influence, guide and act as mentor / advocate. * Communicates effectively with students, parents, other adults, Governors and colleagues which includes members of the Senior Leadership Team and Team Leaders, to enable information to be shared in a confident, calm and firm manner. * Takes part in team, whole school and multi-agency meetings, including Child Protection meetings and other relevant meetings with Police and Social Services where necessary. * Provide advisory support to teachers and other colleagues with respect to student progress and behaviour. * Acts as the primary point of contact for carers/parents and other outside agencies where relevant. |

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| **General Responsibilities** |
| * Follow all Trust policies and procedures relating to legislative and statutory requirements, including on Health and Safety and Safeguarding, including those required by Company education and charity law, Data Protection, and funding agreements. * To participate in the performance and development review process, taking personal responsibility for identification of learning, development and training opportunities in discussion with the line manager. * To be aware of and support differences and ensure equal opportunities for all. * To attend meetings within the trust and external events as required. * To maintain constructive relationships and communicate with other agencies/professionals/parents and pupils. * To recognise own strengths and areas of expertise and use these to support others. * To maintain confidentiality always in respect of school-related matters and to prevent disclosure of confidential and sensitive information. * Promote a safe and healthy environment for pupils, staff and visitors. * Other duties commensurate with the grade of the post as directed by the Trust CFOO. |

### The above principal accountabilities are not exhaustive and may vary without changing the character of the job or level of responsibility. The postholder must be flexible to ensure the operational needs of the Trust and Academies are met. This includes the undertaking of duties of a similar nature and responsibility as and when required, throughout the various workplaces in the Trust.

**Safeguarding**

The employee must adhere to the Academy’s safeguarding procedures at all times as outlined in the College’s Child Protection and Safeguarding Policy and DfE guidance “Keeping Children Safe in Education”.

The job description is current at the date shown, but, in consultation with you, may be changed by the Headteacher to reflect or anticipate changes in the job commensurate with the grade and job title.

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| **Signed (post holder):** | **Signed (Headteacher):** |
| **Date:** | **Date:** |

***‘St Francis Xavier’s Catholic Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff, governors’ volunteers and visitors to share this commitment.***

**Person Specification**

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|  | **Criteria** |
| **Qualifications** | GCSE at A\*-C or equivalent in Maths and English  Level 3 Diploma in Health and Social Care or equivalent qualification or relevant experience  HLTA Qualification |
| **Experience** | Practitioner experience in education or a relevant community role (youth work; social work; early help; family support; youth justice,) including:   * Mediating, or reducing conflict between parents/carers and adolescents. * Collaborating with parents/carers to be motivated, aspirational and to implement appropriate boundaries (such as attendance) * Successfully engaging and motivating vulnerable, resistant, and challenging adolescents with complex needs * Establishing and maintaining professional, productive relationships with school staff and external agencies and providers * Supporting or delivering curriculum and therapeutic interventions * Supporting or teaching core subjects up to Key stage 3 * Knowledge and understanding of Safeguarding procedures * A history of excellent teaching practice. |
| **Skills and Abilities** | * Excellent interpersonal skills and communication skills both oral and written, which establish positive and effective working relationships with challenging children, parents/carers * Integrity to professionally challenge and offer a supportive and critical perspective whilst delivering difficult messages with sensitivity. * Ability to negotiate, mediate, advocate and influence * Innovation is needed when dealing with students whose behaviour can be challenging. * The post-holder will need to be able to manage student emotions so that both students and staff are safe at all times – this may involve de-escalating challenging situations. * Work within the school’s behaviour management guidelines * Working collaboratively with multi agency partners. * Ability to keep timely, accurate, professional records, using non-blaming language * Ability to use technologies such as email, data recording systems * Ability to understand and apply safeguarding and Early help procedures and help families to navigate these * Outstanding interpersonal and communication skills. * Ability to assist teachers in classroom instruction and management. * Provide guidance and support to students. * Ability to assist with the preparation of materials for instruction. * Maintain a safe and orderly learning environment. * Ability to assist in the implementation of individualised learning plans for students. * Ability to administer tests and assessments to students. * Ability to assist with the development of lesson plans and other instructional materials. |