



**WRENN SCHOOL**  
*Creative Education Trust*

**WRENN SCHOOL**

# Career Insights Programme

2025-26

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Staff development at Wrenn- **Insights.**

Career Insight opportunities

### **The role of:**

- Attendance officer
- Career lead
- Curriculum leader
- Head of sixth form
- Inclusion manager; reset and restart
- Learning resource manager
- Progress leader
- School counsellor
- Senior leader
- Year team manager

## Wrenn Careers Insight Programme 2025–26: See our School from a New Perspective

Ever wondered what a typical Tuesday looks like for the colleague at the other end of the corridor? We see the impact our staff have on students every day, but we rarely get to see the *how* behind the *what*.

At Wrenn, staff development and opportunity sit firmly at the forefront of our culture. Irrespective of career stage, every colleague is offered meaningful chances to grow, explore and understand the wider workings of our school. A deeper understanding of one another's roles strengthens cohesion and reinforces the simple truth that we are all part of the same community, working towards the same purpose; great outcomes for Wrenn students.

With this in mind, we are delighted to launch the **Wrenn Careers Insight Programme 2025–26**. This initiative opens doors across the school, giving you the chance to gain first-hand insight into the diverse roles at Wrenn.

### The Opportunity

You can shadow, interview, or observe a colleague to develop a clearer understanding of the expertise that underpins our daily work. Whether you are aspiring to leadership, considering a change of direction or simply broadening your professional perspective, this programme is your starting point to find out more.

### Whose Role Could You Explore?

- **Curriculum Leader:** See how academic vision is translated into high-quality classroom practice.
- **Head of Sixth Form and Progress Leader:** Explore the nuances of Key Stage transitions and the data-driven approach to student outcomes.
- **Inclusion Manager (Reset and Restart):** Understand the specialist strategies used to support students returning to successful learning.
- **Learning Resource Manager and Careers Lead:** Discover how independent study, literacy and future aspirations are nurtured beyond the classroom.
- **School Counsellor:** Learn about the vital mental health framework that supports our community's wellbeing.
- **Senior Leader:** Gain insight into the strategic decision-making and operational challenges that shape the school's direction.
- **Year Team Manager and Attendance Officer:** Explore front-line pastoral care and the essential work behind student engagement.

***“Great schools aren’t just built on great teaching; they are built on a shared understanding of every moving part.”***

“The Wrenn Careers Insight Programme is your invitation to build connections, deepen your professional knowledge and discover new possibilities within our school.”

## **ATTENDANCE OFFICER**

SESSION 1 (1 hour): Understanding the Role of an Attendance Officer

Delivered by Adrian Rowan 1 x 2 hours session

### **Brief overview**

This short career insight programme is designed to help staff understand the role of the attendance officer. This will include a practical look at what the role involves each day, shown through real examples how the Attendance Officers can help students, shape a positive school culture, and uphold safeguarding.

### **Purpose**

To give participants a clear understanding of what an Attendance Officer does, why the role matters, and how it contributes to the wider school community.

### **Core Focus**

- What attendance officers do day-to-day
- How attendance links to safeguarding and student welfare
- The systems, communication, and data processes involved

### **Key Content**

#### **1. The Purpose of the Role**

- "To... increase levels of pupil attendance and develop a positive culture of attendance at the academy."
- Supporting the Attendance Manager and wider staff
- Ensuring attendance concerns are addressed "in a supportive and timely manner"

#### **2. Daily Responsibilities**

- Monitoring students arriving late (in reception from 8:40am – 9:20am)
- First-day absence calls and SMS messages to families  
("Ensure that families are contacted on the first day of a pupil's absence... using an SMS text messaging service and phone calls.")
- Logging inbound absence messages from parents/guardians (and code appropriately)
- Check registration and period 1 inconsistent marks on Arbor
- Send absence alerts by 9:30am - Follow up on students who are absent and we have had no contact from home

- Monitoring attendance patterns, including persistent absence and vulnerable learners
- Conducting home visits as part of the attendance improvement strategy – Log on CPOMS and ASTAR
- Attendance Support Meetings with Parents and Students
- Respond to any emails/phone calls/arbour communications for parental requests for leave of absence or attendance concerns/queries
- Building positive working relationships with students – collate student voice and RAG timetable as evidence to help remove barriers for students attending school
- Ensuring accurate completion of registers, record keeping on CPOMS and ASTAR including attendance codes throughout the day
- Clean up register marks at the end of the school day – Ensure all N codes are removed
- Offer rewards and Incentives to help improve specific identified students' attendance, to reward students who have significantly improved their attendance and to recognise those students with outstanding attendance
- Complete follow up actions for students who have been on a monitoring period
- Referrals to EIPT (Education and Inclusion Partnership Team)

### **3. Working With Data**

- Using Arbor to produce reports and analyse attendance statistics (“Fully operate the school's Information Management System (Arbor)...”)
- Meet with YTM to discuss attendance data for their year group and discuss/action additional support for identified students
- Preparing reports for SLT, the Trust, and external bodies
- Recording actions and discussions on student files

### **4. Communication & Relationships**

- Working with parents, carers, teachers, and external agencies
- Providing advice and challenging parents when necessary (“Challenge parents and carers through the use of legal instruments...”)

## **5. Attendance, Safeguarding & School Culture**

- Attendance as a safeguarding indicator
- Supporting school values and ethos
- Being a positive role model and maintaining professional conduct

### **Suggested Activities**

#### **Activity 1: “A Day in the Life” Scenario (15 mins)**

Learners receive a sample timetable of tasks (calls, data checks, meetings, home visit).

They discuss which tasks are urgent, important, or safeguarding-related.

#### **Activity 2: Attendance Code Challenge (10 mins)**

Participants match fictional student scenarios to the correct attendance codes.

#### **Activity 3: Case Study Discussion (20 mins)**

A student with emerging attendance issues is presented.

Groups discuss:

- What early interventions could be used?
- Who needs to be informed?
- What data would be checked?

### **Key Takeaways**

- Attendance Officers play a vital role in safeguarding and student success.
- The job blends communication, data analysis, and problem-solving.
- Strong relationships with families and staff are essential.
- The role requires professionalism, empathy, and resilience.

## **SESSION 2 (1 hour): Skills, Interventions & Career Pathways in Attendance Work**

### **Overview**

This session focuses on the skills required to be an effective Attendance Officer, the interventions used to improve attendance, and the career pathways available in education welfare and pastoral support.

### **Purpose**

To help learners understand the competencies needed for the role and explore how attendance work fits into wider educational careers.

## **Core Focus**

- Skills and personal attributes
- Attendance interventions and strategies
- Working with families and external agencies
- Career progression routes

## **Key Content**

### **1. Skills & Personal Attributes**

From the job description:

- Strong communication skills with students, parents, and professionals (“Ability to communicate effectively both orally and in writing...”)
- Ability to use IT systems and produce reports
- Negotiation and persuasion skills
- Ability to cope with stressful situations and resolve conflict
- Initiative and independence

### **2. Attendance Interventions**

- Early intervention for lateness and absence
- Monitoring vulnerable learners and persistent absentees
- Using attendance panels, parenting contracts, and multi-agency support
- Reward systems for good attendance (“Support with the development of a system of rewards for good attendance.”)

### **3. Working With Parents & External Agencies**

- Providing advice and support
- Challenging when necessary, using legal frameworks
- Collaborating with social workers, EWS, and safeguarding teams

### **4. Data-Driven Decision Making**

- Identifying patterns and trends
- Using data to shape interventions
- Reporting to SLT and Trust boards

### **5. Career Pathways**

- Attendance Officer → Attendance Manager

- Pastoral roles (e.g., Year Leader, Safeguarding Officer)
- Education Welfare Officer
- Family Support Worker
- School leadership roles in inclusion or behaviour

## **Suggested Activities**

### **Activity 1: Skills Self-Assessment (10 mins)**

Participants rate themselves against the skills listed in the job description. They identify strengths and areas for development.

### **Activity 2: Intervention Design Workshop (20 mins)**

Groups design a mini attendance intervention for:

- Persistent absence
  - Lateness
  - A vulnerable learner
- They must include data use, communication, and follow-up.

### **Activity 3: Role-Play Conversations (20 mins)**

Pairs practise:

- Calling a parent about first-day absence
- Discussing concerns with a student
- Explaining attendance expectations at a parents' evening

## **Key Takeaways**

- The role requires a blend of interpersonal, analytical, and organisational skills.
- Attendance interventions must be timely, consistent, and data-driven.
- Working with families is central to improving attendance.
- Attendance work can lead to a wide range of pastoral and safeguarding careers.

## CAREERS LEADER

SESSION 1 (60 minutes): Understanding the Role of the Careers leader

Delivered by Jo Bolton 1 x 2 hour session

### Brief Overview

This short career insight programme is to introduce staff to the role of the Careers Leader role within a secondary school, exploring its strategic importance, scope of responsibility, and contribution to raising student aspirations through high-quality CEIAG (Careers Education, Information, Advice and Guidance).

### Purpose

By the end of the session, participants will:

- Understand the core purpose of a Careers Leader
- Recognise how the role impacts students, staff and whole-school improvement
- Identify the key leadership and coordination responsibilities of the role

### Core Focus

- Strategic leadership of CEIAG
- Gatsby Benchmarks as the framework for practice
- The Careers Leader as a bridge between education and the world of work

### Key Content

#### a. The Purpose of the Careers Leader

- Raising aspirations and life chances for all students
- Ensuring the school meets the **Gatsby Benchmarks**
- Supporting informed post-16 and post-18 destinations

#### b. Where the Role Sits in School

- Reports to senior leadership (e.g. Vice Principal for Careers)
- Works across departments, year teams and external partners
- Influences policy, curriculum and pupil pathways

#### c. Core Areas of Responsibility

- Leadership: advising senior leaders, reporting to governors, evaluating CEIAG
- Management: planning careers education, supporting tutors and teachers
- Coordination: careers information, student referrals, visits and activities

- Networking: employers, FE, HE, apprenticeship providers, LEPs

#### **d. Personal Qualities Needed**

- Adaptability, communication, commitment to inclusion
- Strong organisational and interpersonal skills
- Passion for improving young people's futures

#### **Suggested Activities**

##### **Activity 1 – Role Mapping (15 mins)**

Participants work in pairs to map all Careers Leader responsibilities into four headings:

- Leadership
- Management
- Coordination
- Networking

*Outcome:* Visual understanding of the breadth of the role.

##### **Activity 2 – “A Week in the Life” (15 mins)**

Small groups sequence likely tasks across a school week (meetings, data returns, employer contact, student support).

*Outcome:* Realistic understanding of workload and priorities.

#### **Key Takeaways**

- The Careers Leader is a strategic middle leader, not an add-on role
- The role balances vision, compliance, coordination and student advocacy
- Strong relationships are as crucial as technical knowledge
- Careers leadership directly supports whole-school outcomes and inclusion

#### **SESSION 2 (60 minutes):**

##### ***“Careers Leadership in Action” – Skills, Challenges and Impact***

#### **Brief Overview**

This session deepens understanding by exploring how Careers Leaders operate in practice, focusing on decision-making, problem-solving, partnership working and student impact.

#### **Purpose**

By the end of the session, participants will:

- Understand the practical challenges of the role

- Experience decision-making from a Careers Leader perspective
- Recognise the impact of effective CEIAG on student outcomes

### **Core Focus**

- Implementing and evaluating a careers programme
- Working with internal and external stakeholders
- Supporting diverse student needs and destinations data

### **Key Content**

#### **a. Strategic Planning and Evaluation**

- CEIAG development planning
- Monitoring and reviewing careers education delivery
- Using destinations data to inform improvement

#### **b. Supporting Students**

- Identifying students needing additional guidance
- Working with tutors, SENCo, Progress Leaders and advisers
- Ensuring inclusive and impartial guidance for all

#### **c. External Partnerships**

- Employers and workplace experiences
- FE, HE, universities and apprenticeship providers
- Commissioning careers guidance services

#### **d. Accountability and Ethos**

- Reporting to SLT and governors
- Upholding safeguarding, equity and school values
- Acting as a role model for professionalism and aspiration

### **Suggested Activities**

#### **Activity 1 – Careers Leader Scenarios (20 mins)**

Groups are given realistic scenarios, e.g.:

- Low employer engagement
- Poor destinations data in a year group
- A student at risk of NEET

Participants decide:

- What action to take

- Who to involve
- How impact would be measured

### **Activity 2 – Stakeholder Web (10 mins)**

Create a visual web of all stakeholders the Careers Leader works with and identify the purpose of each relationship.

### **Activity 3 – Impact Reflection (10 mins)**

Participants reflect on:

- How this role improves student confidence and aspiration
- The long-term impact on life chances

### **Key Takeaways**

- Careers leadership is preventative as well as aspirational
- Data, relationships and vision drive impact
- The role requires resilience, organisation and moral purpose
- Effective Careers Leaders change trajectories, not just destinations

### **Optional Extension / Follow-Up**

- Shadowing a Careers Leader
- Auditing Gatsby Benchmarks
- Creating a mock CEIAG development plan

# **CURRICULUM LEADER**

SESSION 1 (60 minutes) Understanding the role of the Curriculum Leader.

Delivered by Carmen Lee CL of DAT. 1 x 2 hours session

## **Brief Overview**

This short insight programme is to introduce staff to the role of Curriculum Leader within a secondary school, exploring what the role involves beyond classroom teaching and how it contributes to high-quality curriculum design, teaching, outcomes and school culture.

## **Purpose**

By the end of the session, participants will:

- Understand the core purpose of a Curriculum Leader
- Identify key leadership, management and curriculum responsibilities
- Recognise how the role supports both staff development and student outcomes

## **Core Focus**

- Subject leadership and curriculum quality
- Supporting teaching, learning and assessment
- Building a strong departmental culture aligned to school values

## **Key Content**

### **a. The Purpose of the Curriculum Leader**

- Lead and manage a subject area to ensure high-quality teaching and learning
- Secure strong student outcomes across key stages
- Develop a broad, engaging and aspirational curriculum
- Inspire curiosity, subject passion and academic excellence

### **b. Where the Role Sits**

- Middle leader reporting to an SLT link
- Line management and support of subject teachers, ECTs and trainees
- Contribution to whole-school priorities, quality assurance and improvement

### **c. Core Areas of Responsibility**

- **Curriculum & Teaching**

- Curriculum planning and sequencing
- Consistency in marking, feedback and assessment
- Monitoring teaching and learning and leading self-review
- **People & Culture**
  - Supporting ECTs and trainee teachers
  - Identifying and delivering departmental CPD
  - Building a collaborative, supportive team culture
- **Operational & Organisational**
  - Managing budgets and resources
  - Overseeing equipment, health & safety and risk assessments
  - Working closely with technicians and support staff

### **Suggested Activities**

#### **Activity 1 – Role Breakdown (15 minutes)**

In pairs, participants categorize Curriculum Leader responsibilities under:

- Curriculum & Standards
- People & Development
- Operations & Organisation
- Whole School Contribution

*Outcome:* Clear understanding of the breadth of the role.

#### **Activity 2 – From Teacher to Leader (15 minutes)**

Discuss:

- What stays the same when moving from teacher to Curriculum Leader?
- What changes (thinking, responsibility, accountability)?

### **Key Takeaways**

- Curriculum Leaders are leaders of learning, not just subject experts
- The role balances classroom practice with strategic leadership
- Strong relationships and consistency drive departmental success
- Curriculum leadership directly impacts student life chances

## SESSION 2 (60 minutes)

### **“Leading a Subject in Practice” – Skills, Challenges and Impact**

#### **Brief Overview**

This session focuses on how Curriculum Leaders operate day-to-day, exploring leadership decision-making, staff support, curriculum improvement and the wider impact of the role on students and school culture.

#### **Purpose**

By the end of the session, participants will:

- Understand the practical challenges faced by Curriculum Leaders
- Experience leadership decision-making through realistic scenarios
- Recognise how subject leadership shapes teaching quality, enrichment and outcomes

#### **Core Focus**

- Improving teaching and learning through leadership
- Using data, review and CPD to raise standards
- Leading beyond the classroom

#### **Key Content**

##### **a. Quality Assurance and Improvement**

- Leading departmental self-review
- Contributing to whole-school QA
- Analysing attainment and progress data to inform action

##### **b. Developing People**

- Coaching and supporting colleagues
- Leading CPD and sharing best practice
- Supporting wellbeing, inclusion and high expectations

##### **c. Enrichment and Opportunity**

- STEM enrichment, clubs, trips and competitions
- Building links with universities, industry and external organisations
- Encouraging engagement beyond the classroom

##### **d. Curriculum Leader as Role Model**

- Promoting school values and ethos

- Upholding safeguarding and equality
- Communicating effectively with parents and stakeholders

### **Suggested Activities**

#### **Activity 1 – Leadership Scenarios (20 minutes)**

Groups are given scenarios such as:

- Inconsistent marking across a department
- Declining outcomes in a key stage
- A new ECT needing intensive support
- Health and safety concerns in practical lessons

Groups decide:

- What action to take
- Who to involve
- How impact would be evaluated

#### **Activity 2 – Stakeholder Web (10 minutes)**

Map who a Curriculum Leader works with (students, staff, SLT, technicians, parents, Trust colleagues) and why each relationship matters.

#### **Activity 3 – Impact Reflection (10 minutes)**

Reflection prompt:

“How does excellent curriculum leadership change students' experiences and futures?”

### **Key Takeaways**

- Curriculum leadership is about **people, practice and purpose**
- Great Curriculum Leaders grow others, not just results
- The role requires resilience, organisation and moral leadership
- Subject leadership is a powerful route to whole-school impact

### **Optional Follow-Up or Extension**

- Shadowing a Curriculum Leader
- Completing a mock departmental self-review
- Designing a curriculum improvement priority
- Exploring routes into middle leadership (TLRs, NPQs)

# HEAD OF SIXTH FORM

## SESSION 1: Understanding the Role of the Head of Sixth Form

Delivered by Natasha Thomas-Francis 1 x 2 hour session

### Overview

This short career insight programme is designed to help staff understand the strategic, pastoral, and operational responsibilities of a Head of Sixth Form. It clarifies how the role shapes student outcomes, sixth-form culture, and whole-school priorities.

### Purpose

To build a clear, realistic understanding of what the role entails and the impact it has on students, staff, and school performance.

### Core Focus

- What the role *is* and *is not*
- Leadership expectations
- Pastoral and academic responsibilities
- Working with stakeholders (students, parents, staff, SLT)
- Tour of 6<sup>th</sup> form block

### Key Content

#### 1. Strategic Leadership

- Setting the vision for the sixth form
- Raising standards and outcomes
- Using data to drive improvement
- Leading on recruitment and retention of students

#### 2. Pastoral Leadership

- Safeguarding responsibilities
- Attendance, behaviour, and wellbeing
- Supporting transitions into post-18 pathways

#### 3. Curriculum & Teaching Oversight

- Working with curriculum/subject leaders
- Monitoring teaching quality and intervention planning
- Ensuring curriculum breadth and compliance with statutory guidance

#### 4. Operational Management

- Managing tutor teams
- Running assemblies, briefings, and enrichment
- Overseeing UCAS, apprenticeships, and careers guidance

#### 5. Stakeholder Engagement

- Communicating with parents and carers
- Liaising with external agencies
- Representing the sixth form at SLT and governor meetings

#### Suggested Activities

##### Activity 1: Role Mapping (15 mins)

Participants map out all responsibilities they believe a Head of Sixth Form holds. Compare with a structured role profile to identify gaps or misconceptions.

##### Activity 2: Scenario Discussion (20 mins)

Small groups discuss real-world scenarios such as:

- A safeguarding concern
  - A student failing multiple subjects
  - A parent challenging a decision
  - A teacher raising concerns about sixth-form behaviour
- Groups share how they would respond and what leadership qualities are needed.

##### Activity 3: Leadership Reflection (10 mins)

Participants reflect on their own strengths and areas for development in relation to the role.

##### Activity 4: Q&A / Open Discussion (15 mins)

Facilitated conversation about challenges, expectations, and career pathways.

#### Key Takeaways

- The Head of Sixth Form is a **strategic leader**, not just a pastoral manager.
- The role requires balancing **academic standards**, **student wellbeing**, and **operational efficiency**.
- Strong communication, data literacy, and relationship-building are essential.
- The role has significant influence on whole-school outcomes and culture.

## SESSION 2 — Excelling as a Head of Sixth Form: Skills, Systems & Impact

### **Brief Overview**

This session focuses on the practical skills, systems, and leadership behaviours that enable a Head of Sixth Form to thrive. It explores how to build a high-performing sixth-form culture and deliver strong student outcomes.

### **Purpose**

To equip participants with actionable strategies, tools, and leadership approaches that support excellence in the role.

### **Core Focus**

- Building systems that work
- Leading people effectively
- Driving student progress
- Creating a culture of aspiration and accountability

### **Key Content**

#### **Building Effective Systems**

- Attendance monitoring and intervention
- Behaviour expectations and consistency
- Tutor programme design
- Tracking progress and identifying underperformance

#### **Leading People**

- Motivating and developing tutor teams
- Managing difficult conversations
- Working collaboratively with SLT and subject leaders
- Setting clear expectations and modelling professionalism

#### **Raising Achievement**

- Using data to identify trends
- Designing intervention strategies
- Supporting disadvantaged learners
- Ensuring high-quality teaching and learning

#### **Post-18 Progression**

- Managing UCAS and apprenticeship processes

- Ensuring high-quality personal statements and references
- Building employer and university partnerships
- Preparing students for interviews and assessments

### **Culture & Ethos**

- Creating a purposeful, inclusive sixth-form identity
- Celebrating success and building community
- Student leadership and enrichment
- Embedding safeguarding and wellbeing

### **Suggested Activities**

#### **Activity 1: Systems Audit (15 mins)**

Participants review a sample sixth-form system (attendance, UCAS, behaviour, etc.) and identify strengths, weaknesses, and improvements.

#### **Activity 2: Data-Driven Decision Making (15 mins)**

Using anonymised data, participants identify:

- At-risk students
- Intervention priorities
- Questions to ask subject teachers
- Actions to take next

#### **Activity 3: Difficult Conversations Role-Play (20 mins)**

Pairs practise conversations such as:

- Challenging poor attendance
- Addressing underperformance
- Speaking with a concerned parent
- Giving feedback to a tutor

### **Key Takeaways**

- Strong systems reduce workload and increase consistency.
- Effective Heads of Sixth Form lead through **clarity, empathy, and accountability**.
- Data is a powerful tool for improving outcomes when used intelligently.
- A thriving sixth form has a clear identity, high expectations, and strong

relationships.

- The role is most successful when strategic leadership and pastoral care work hand-in-hand.
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## **INCLUSION MANAGER**

Career Insight: Understanding the role of the Inclusion Manager (Reset and Restart)

Delivered by Heather Burton 1 x 2 hour session

### **Overview**

This short career insight programme is designed to help staff understand the role of the inclusion manager, focusing on *purpose, values, daily responsibilities*, and how the role supports students to re-engage with learning through reset and restart approaches.

### **Purpose of the Session**

- To understand what an Inclusion Manager does in a secondary school
- To explore how inclusion, behaviour, attendance and wellbeing connect
- To identify the skills, values and mindset needed for the role

### **Core Focus**

- Child-centred pastoral support
- Inclusion as prevention, not punishment
- Supporting students to overcome barriers to learning

### **Key Content**

#### **What Is an Inclusion Manager? (15 minutes)**

- A non-teaching pastoral professional working closely with students, families and staff
- Manages the Inclusion Room as a structured reset space rather than isolation
- Supports students with:
  - behaviour regulation
  - attendance and punctuality
  - engagement with learning

- SEMH and additional needs
- Acts as a link between:
  - classroom staff
  - pastoral teams
  - families
  - senior leaders

### **Purpose of Reset and Restart (15 minutes)**

- Reset:
  - De-escalation
  - reflection
  - restoring readiness to learn
- Restart:
  - returning students to lessons
  - rebuilding positive habits
  - supporting successful reintegration
- Emphasis on:
  - solution-focused conversations
  - consistency and routines
  - maintaining dignity and aspiration for students

### **Values and Ethos of the Role (10 minutes)**

- Inclusion: *every pupil matters*
- High expectations with empathy
- Safeguarding and student welfare
- Collaboration rather than working in isolation
- Alignment with school and Wrenn values:

### **Suggested Activities**

#### **Activity 1: “A Day in the Life” (10 minutes)**

Provide a sample timetable of an Inclusion Manager's Day (arrival, liaison,

supervision, interventions, admin).

Staff:

- highlight tasks requiring emotional intelligence
- identify tasks requiring organisation and systems thinking

### **Activity 2: Barrier Mapping** (10 minutes)

In pairs or small groups:

- list common barriers students may face (attendance, SEMH, behaviour, family context)
- match one practical Inclusion Manager strategy to each barrier

### **Key Takeaways**

- The Inclusion Manager is a relational, preventative and restorative role
- Reset and restart is about supporting change, not sanction
- Strong values, consistency and teamwork are essential
- The role sits at the heart of safeguarding and wellbeing systems

## **SESSION 2 (60 minutes) : Pathways, Skills and Impact of an Inclusion Manager**

### **Brief Overview**

This session focuses on skills, career pathways, impact, and lived decision-making, helping staff understand who thrives in the role and where it can lead.

Purpose of the Session

- To explore the skills, qualifications and experience needed
- To understand the impact of the role on students' lives
- To show how the role fits into wider pastoral and leadership pathways

### **Core Focus**

- Professional competencies
- Decision-making and judgement

- Career development within education and inclusion

## **Key Content**

### **Skills and Attributes Needed (15 minutes)**

#### **Professional Skills**

- communication with students, parents and staff
- accurate record-keeping and administration
- behaviour supervision and intervention
- ICT and monitoring systems

#### **Personal Attributes**

- calm under pressure
- emotionally literate
- solution-focused
- resilient and reflective
- high expectations for every pupil

#### **Safeguarding**

- constant professional vigilance
- understanding of child protection procedures
- confidentiality with clear reporting boundaries

### **Real Impact of the Role (15 minutes)**

Discussion points:

- How the role:
  - reduces repeat behaviour incidents
  - improves attendance and engagement
  - supports mental health and wellbeing
- The Inclusion Manager as:

- a trusted adult
- a pattern-breaker for vulnerable students
- a stabilising presence in school life

Use anonymised examples such as:

- supporting a pupil after fixed-term exclusion
- reintegrating a pupil returning from absence
- managing learning during pastoral crisis

### **Career Pathways and Progression (10 minutes)**

Possible pathways include:

- Senior pastoral roles
- Inclusion or attendance leadership
- SEND or SEMH specialism
- Safeguarding and wellbeing roles
- Teacher training (with additional qualifications)
- Trust-wide inclusion or behaviour roles

Highlight:

- CPD opportunities
- collaboration across schools
- progression within trusts

### **Suggested Activities**

#### **Activity 1: Scenario Decision-Making (10 minutes)**

Present a short scenario:

**Case studies:** A student is refusing work, escalating behaviour and disengaging.

Staff decide:

- immediate response
- language to use
- who to involve

- next steps for restart

### **Activity 2: Case study:**

Year 9 SEMH student

Year 8

Year 7

### **Key Takeaways**

- Inclusion Managers make a measurable, life-changing difference
- The role requires professional judgement, empathy and resilience
- It offers a strong career pathway within education and pastoral leadership
- Reset and restart works best when underpinned by dignity, consistency and belief in students

# LEARNING RESOURCE MANAGER

Career Insights: Understanding the Role of the Learning Resources Manager

Delivered by Julie Westcott 1x 2 hour sessions

## Overview

This short career insight programme is designed to help staff understand the purpose, responsibilities, and impact of the Learning Resources Manager (LRM) role. Delivered in a single 2-hour session the LR manager will highlight how the learning resources support teaching, learning, and learner academic and personal success.

## Session 1 (1 hour): The Learning Resources Manager – Role and Responsibilities

### Purpose

To give staff a clear, practical understanding of what the Learning Resources Manager does and how the role supports learners and teaching staff.

### Core Focus

- Overview of the Learning Resources Manager role
- Day-to-day and strategic responsibilities
- How the role connects with curriculum and support teams
- Extra curriculum

### Key Content

- Managing physical and digital learning resources
- Supporting independent learning and study skills
- Leading learning resources staff and services
- Budgeting and resource prioritisation
- Promoting inclusion, accessibility, and learner support

### Suggested Activities

- Role snapshot: What staff think the role involves vs actual responsibilities
- Scenario discussion: How the LRM supports a curriculum area or learner need

- Short Q&A

### **Key Takeaways**

- The Learning Resources Manager role goes beyond “the library”
- It combines leadership, organisation, and learner-centred support
- Effective collaboration with teaching staff is essential

## **SESSION 2 (1 hour): Impact on Teaching, Learning and Quality**

### **Purpose**

To show how the Learning Resources Manager contributes to learner outcomes, teaching quality, and organisational priorities.

### **Core Focus**

- Supporting curriculum delivery
- Developing independent and digital learners
- Supporting quality assurance and inspection readiness

### **Key Content**

- Aligning resources with curriculum needs
- Supporting research, reading, and digital literacy
- Use of learning spaces to enhance engagement
- Supporting SEND and widening participation
- Using data and feedback to improve provision

### **Suggested Activities**

- Learner journey example: How learning resources support progress
- Curriculum link: Identifying where learning resources add value
- Inspection lens: Where learning resources contribute to evidence

### **Key Takeaways**

- Learning resources are central to quality education

- The LRM has a direct impact on learner engagement and outcomes
- Strong learning resources provision supports inspection and quality processes

### **Programme Outcomes**

By the end of the two sessions, staff will:

- Understand the scope and purpose of the Learning Resources Manager role
- Recognise how learning resources support teaching, learning, and learners
- Be better equipped to work collaboratively with learning resources services

# PROGRESS LEADER

## SESSION 1: Understanding the Role of a Progress Leader

Delivered by Casie Wright 1 x 2 hour session

### Brief overview

This short career insight programme is designed to help staff understand the role of a Progress Leader, exploring what the role is, why it exists, and how it contributes to student success, school culture, and whole-school improvement.

### Purpose

To build a clear understanding of the Progress Leader's responsibilities, influence, and day-to-day practice, enabling participants to see how the role fits within the wider pastoral and academic framework.

### Core Focus

- What a Progress Leader *is* and *is not*
- The strategic purpose of the role
- The balance between academic progress, behaviour, and wellbeing
- The impact of effective leadership on student outcomes

### Key Content

#### Definition of the Role

The Progress Leader oversees the academic progress, behaviour, attendance, and wellbeing of a year group or cohort, ensuring students meet their potential.

### Core Responsibilities

- Monitoring academic data and identifying underperformance
- Leading interventions and coordinating support
- Working with teachers, parents, and external agencies
- Setting high expectations and modelling professional standards
- Supporting behaviour systems and restorative approaches
- Ensuring safeguarding concerns are escalated appropriately

## **Key Skills & Attributes**

- Strong communication
- Data literacy
- Emotional intelligence
- Leadership and influence
- Problem-solving and resilience

## **The Strategic Purpose**

- Raising attainment
- Improving attendance
- Reducing behaviour incidents
- Strengthening student engagement and wellbeing

## **Suggested Activities**

- Role Mapping Task (15 mins)  
Participants list what they believe a Progress Leader does. Compare with an official role description to identify gaps and misconceptions.
- Case Study Discussion (20 mins)  
Present a scenario (e.g., a student with declining attendance and grades). Participants discuss how a Progress Leader would respond.
- Q&A Reflection (10 mins)  
Open discussion on what surprised them or what they want to explore further.

## **Key Takeaways**

- A Progress Leader is a strategic pastoral-academic leader.
- The role blends data, relationships, and leadership.
- Impact is measured through student progress, behaviour, attendance, and wellbeing.
- Effective Progress Leaders influence culture, not just compliance.

## SESSION 2: The Practice of a Progress Leader: Systems, Data & Leadership

### **Brief Overview**

This session explores *how* Progress Leaders work day-to-day, focusing on systems, routines, data use, and leadership behaviours that drive improvement.

### **Purpose**

To give participants practical insight into the operational side of the role and help them understand what effective practice looks like in real contexts.

### **Core Focus**

- Daily, weekly, and termly routines
- Using data to drive action
- Leading interventions and teams
- Managing behaviour and supporting wellbeing
- Communicating with stakeholders

### **Key Content**

- **Daily Practice**
  - Student check-ins
  - Responding to behaviour incidents
  - Liaising with tutors and teachers
  - Monitoring attendance alerts
- **Weekly Routines**
  - Reviewing progress data
  - Meeting with pastoral/SLT teams
  - Planning assemblies or tutor time themes
  - Parent communication
- **Termly Responsibilities**
  - Data drops and progress reviews
  - Coordinating intervention programmes

- Leading assemblies/ parent evenings
- Transition planning
- **Data & Intervention**
  - Identifying patterns in behaviour, attendance, and attainment
  - Prioritising students for support
  - Evaluating intervention impact
- **Leadership Behaviours**
  - Being visible and approachable
  - Setting clear expectations
  - Modelling consistency
  - Building strong relationships

### **Suggested Activities**

- Data Deep Dive (20 mins)  
Provide anonymised data (attendance, behaviour points, grades).  
Participants identify priority students and propose interventions.
- Intervention Planning Workshop (15 mins)  
In small groups, participants design a short intervention plan for a selected student.
- Leadership Scenario Role-Play (15 mins)  
Participants practise conversations with:
  - a parent
  - a disengaged student
  - a tutor needing support

### **Key Takeaways**

- Progress Leaders rely on strong systems and routines to maintain consistency.
- Data is a tool for action, not just monitoring.
- Leadership in this role is relational, visible, and proactive.
- Effective Progress Leaders balance challenge with support.
- The role requires strategic thinking and emotional intelligence.

# LEAD COUNSELLOR / MENTAL HEALTH LEAD

## SESSION 1: Understanding the Role of a Lead Counsellor / Mental Health Lead.

Delivered by Laura Cooper 1 x 2-hour session

### Overview

This short career insight programme is designed to help staff understand the role of the Lead Counsellor/ Mental Health Lead. It explores how counselling integrates into a secondary school environment and the wider pastoral and safeguarding systems.

### Purpose

To give staff a clear understanding of what a Lead Counsellor / Mental Health Lead does day-to-day, how the role fits within the school's pastoral structure, and why it is central to pupil wellbeing.

### Core Focus

- The structure of the mental health provision
- The Lead Counsellor's responsibilities
- The responsibilities of the Mental Health Lead
- Safeguarding and multidisciplinary collaboration

### Key Content

#### 1. The Pastoral Environment

- Pastoral care is *"at the very heart of the school's strategic vision."*

#### 2.1 The Lead Counsellor's Core Responsibilities

- Leads the counselling provision and manages 8 part-time counsellors.
- Manages trainee counsellors on placement (Placement Manager role)
- Holds a personal clinical caseload (Between 8 and 10 clients per week)
- Carries out the majority of the initial assessments
- Manages the waiting list and allocation of clients to individual counsellors
- Triage referrals and ensures best practice in line with BACP guidelines.

- Provides training and guidance to staff.

*“Provide a safe, caring, empathic, easily accessible and confidential counselling service for all pupils.”*

## **2.2 The Mental Health Lead’s Core Responsibilities**

- Oversees all mental health provision within the school (Students and Staff)
- Liaises with external agencies in order to provide best possible support for students
- Triage all wellbeing referrals alongside the DSL
- Completes all admin associated with triage/ allocation etc
- Tracks all students referred for and under a wellbeing intervention
- Manages the Sixth Form Mentor Programme
- Liaises with and refers to MHST, attends regular consultation meetings
- Comms- parents/ staff/ students

## **3. Safeguarding Responsibilities**

- Member of the Pastoral Support team answerable to the DSL
- Identifies trends and emerging risks.
- Advises staff and liaises with external agencies such as CAMHS

*“The Lead Counsellor... plays a key role in the safeguarding provision at the school.”*

## **4. Working in a secondary context**

- Understanding secondary dynamics – how mental health and counselling provision sits within this
- Supporting pupils from diverse cultural and social backgrounds.
- Being part of the wider community.

## **Suggested Activities**

### **Activity 1 — Mapping the Pastoral Network (15 mins)**

Participants draw a diagram of all the pastoral roles (teachers, tutors, support staff, counsellors, DSL, psychologists) and map how the Lead Counsellor interacts with each.

## **Activity 2 — Case Pathway Simulation (20 mins)**

Given a fictional pupil scenario, participants outline:

- Who the counsellor would liaise with
- What safeguarding considerations apply
- When to escalate to external agencies

## **Key Takeaways**

- The Lead Counsellor is central to a large, interconnected pastoral system.
- Safeguarding is collaborative, proactive, and trend-focused.
- The role blends clinical work, leadership, training, and strategic influence.

## **SESSION 2 — Skills, Leadership, and Professional Practice of a Lead Counsellor**

### **Overview**

This session explores the professional competencies, leadership expectations, and ethical frameworks that shape the Lead Counsellor role. It highlights the skills needed to manage a counselling service and support a whole-school mental-health culture.

### **Purpose**

To deepen understanding of the professional standards, leadership responsibilities, and personal qualities required to succeed as a Lead Counsellor.

### **Core Focus**

- Professional qualifications and ethical practice
- Leadership of a counselling team
- Mental-health promotion across the school
- Communication, training, and multidisciplinary working

### **Key Content**

#### **1. Professional Standards**

- Must hold BACP/UKCP membership (accreditation desirable)

- Higher level counselling degree or diploma.
- Must follow BACP ethical guidelines.

*"Skilful and impactful counselling is provided... in line with all British Association of Counselling and Psychotherapists (BACP) ethical guidelines."*

## **2. Leadership of the Counselling Service**

- Triaging cases and allocating caseloads.
- Overseeing counsellors and ensuring best practice.
- Managing referrals to external professionals.

*"Regularly meet with the school counselling team to identify trends and patterns... and provide support and supervision."*

## **3. Mental Health Promotion**

- Shaping whole-school culture around wellbeing.
- Advising on national and local mental-health trends.
- Raising the profile of the School Counselling Service.

## **4. Training and Communication**

- Delivering training to staff.
- Supporting staff with pastoral concerns.
- Communicating sensitively with parents.

## **5. Personal Qualities**

- Emotional intelligence, empathy, calmness under pressure.
- Strong communication and listening skills.
- Ability to work independently and collaboratively.

*"Emotionally intelligent with an empathic, non-judgmental, sensitive approach to pupils, staff, and parents."*

## **Suggested Activities**

### **Activity 1 — Skills Self-Assessment (15 mins)**

Participants rate themselves against the person specification:

- Empathy
- Communication
- Leadership
- Safeguarding awareness
- Cultural sensitivity

They identify strengths and areas for development.

### **Activity 2 — Ethical Dilemmas Discussion (20 mins)**

Small groups explore dilemmas such as:

- Confidentiality vs safeguarding
- Managing parental expectations
- Balancing caseload with crisis needs

Participants discuss how BACP guidelines would guide decisions.

### **Activity 3 — Designing a Staff Training Mini-Module (15 mins)**

Participants outline a 10-minute training session for tutors on: *Recognising early signs of emotional distress in pupils.*

### **Key Takeaways**

- The Lead Counsellor is both a clinician and a leader.
- Ethical practice and safeguarding are non-negotiable foundations.
- Communication and training are essential parts of the role.
- The position requires resilience, emotional intelligence, and strategic thinking.
- The role shapes not just individual wellbeing but whole-school culture.

## **SENIOR LEAD**

### **SESSION 1: Understanding the Role of a Senior Leader**

Delivered by Jo Dones 1 x 2 hour session. \* Additional session if time allows

#### **Overview**

This short career insight programme is designed to help staff understand the responsibilities, expectations, and influence of a Senior Leader in a secondary school, using the Vice Principal role as the core example. Staff will gain insight into leadership, behaviour, curriculum, and school improvement.

#### **Purpose**

To build understanding of what senior leaders do, why their role matters, and how they shape the culture, standards, and success of a school.

#### **Core Focus**

- What the role is and is not
- Leadership expectations
- Quality of education, Behaviour, ethos, and culture
- Monitoring standards and data
- School improvement and quality assurance

#### **Key Content**

##### **1. Purpose of a Senior Leader**

- “Maintain clear vision, purpose and high expectations focused on student progress and achievement.”
- “Inspire, motivate and influence staff to reach the highest standards.”

Explain how senior leaders set direction, uphold standards, and model professionalism.

##### **2. Behaviour, Ethos & Culture**

- Visible leadership around school
- Ensuring a positive climate for learning

- Supporting staff with behaviour systems
- Communicating values to all stakeholders

### **3. Monitoring Standards & Using Data**

- “Lead and manage pupil target setting.”
- “Lead the analysis of performance data and interventions where progress is unsatisfactory.”

Explain how data drives decisions, interventions, and improvement.

### **4. School Improvement & Quality Assurance**

- What a school improvement plan is
- How leaders monitor progress
- How teaching quality is evaluated
- Supporting underperforming departments

### **Suggested Activities**

#### **Activity 1: “A Day in the Life” Scenario (15 mins)**

Staff receive 4–5 real-world scenarios (e.g., behaviour incident, data concern, staff issue).

They decide:

- What should the Vice Principal do first
- Who they would involve
- What outcome they want

#### **Activity 2: Data Detective (15 mins)**

Provide a simple fictional dataset (e.g., Year 10 AP1 progress).

Staff identify:

- Which groups are underperforming
- What interventions might help

#### **Activity 3: Leadership Visibility Slot (10 mins)**

Staff list what a senior leader should look for on a corridor walk:

- Behaviour
- Learning climate
- Staff needs
- Student engagement

#### **Activity 4: Quick Reflection (5 mins)**

“What leadership qualities do you already show?”

#### **Key Takeaways**

- Senior leaders shape the culture, behaviour, and expectations of a school.
- Data and evidence drive decisions.
- Leadership is about influence, visibility, and supporting others.
- School improvement is continuous and strategic.

### **SESSION 2 (1 hour): Leading Curriculum, Staff & School Development – Inside the Vice Principal Role**

#### **Overview**

A deeper look at curriculum design, staff leadership, and strategic planning. Staff explore how senior leaders ensure high-quality teaching and learning across the school.

#### **Purpose**

To understand how senior leaders design the curriculum, develop staff, and ensure teaching quality leads to strong student outcomes.

#### **Core Focus**

- Curriculum leadership
- Staffing and timetabling
- Professional development

- Performance management
- Strategic planning

## **Key Content**

### **1. Leading the Curriculum**

- “Devise a cost-effective curriculum which maximises achievement.
- “Develop and produce an efficient, effective and economical timetable.

Explain:

- What makes a good curriculum
- How timetables are built
- How staffing decisions are made

### **2. Developing and Managing Staff**

- “To monitor staff performance... and organise professional development opportunities.”
- “Lead the professional development of middle leaders.”
- Working with HR; staffing and parental concerns.

Discuss:

- Coaching and mentoring
- Holding staff to account
- Supporting improvement

### **3. Quality Assurance of Teaching**

- Lesson drop-ins/PLV's
- Work scrutiny
- Student voice
- Evaluating impact on progress

### **4. Strategic Planning**

- “Lead whole school development planning.”
- “Monitor progress... intervening where progress is unsatisfactory.”

Explain how leaders:

- Set priorities
- Measure success
- Adjust plans

## **Suggested Activities**

### **Activity 1: Build a Mini Curriculum Model (20 mins)**

Staff work in groups to design a simple KS3 timetable for a fictional year group. They must consider:

- Number of lessons
- Staffing
- Cost-effectiveness
- Student needs

### **Activity 2: Staff Development Challenge (15 mins)**

Give staff three fictional staff profiles (e.g., new teacher, struggling teacher, aspiring leader).

They decide:

- What support each needs
- What CPDL would help
- How to measure improvement

### **Activity 3: Quality Assurance Task (10 mins)**

Staff review short fictional lesson snapshots and decide:

- What is going well
- What needs improvement
- What feedback they would give

### **Activity 4: Leadership Reflection (5 mins)**

“What kind of leader would you want to be?”

## **Key Takeaways**

- Curriculum design is strategic, costed, and student-centred.
- Senior leaders develop staff through coaching, accountability, and support.
- Quality assurance ensures teaching leads to strong progress.
- Strategic planning drives long-term improvement.

# YEAR TEAM MANAGER

## Career Insight: Understanding the Role of a Year Team Manager

Delivered by Julie Austin 1 x 2 hour session

### Overview

This short career insight programme is designed to help staff understand the role of the Year Team Manager, exploring what the job involves, why it exists, and how it supports students, staff, and the wider school community.

### Purpose

To give staff a clear understanding of the responsibilities, expectations, and daily realities of the role, and how it contributes to student wellbeing, behaviour, and progress.

### Core Focus

- What a Year Team Manager *is* and does
- Behaviour and pastoral responsibilities
- Communication and relationship-building
- The impact of the role on student outcomes

### Key Content

#### 1. What is a Year Team Manager?

- A pastoral and administrative professional supporting a specific year group
- Works closely with the Progress Leader
- Acts as a communication link between students, families, staff, and external agencies
- Promotes school ethos, values, and high expectations

#### 2. Behaviour Responsibilities

- Monitoring uniform standards
- Being “on call” to remove students from lessons
- Supporting conflict resolution between students

- Managing report cards and behaviour logs
- Rewarding positive behaviour and achievements
- Contacting parents regarding behaviour or lateness

### **3. Pastoral Care Responsibilities**

- Building strong relationships with students and families
- First point of contact for parents/carers
- Managing sick students and administering First Aid (if trained)
- Supporting new student induction and transition
- Involvement in Early Help Assessments (EHA) and partnership meetings
- Supporting students on school moves or alternative provision

### **4. Communication & Interpersonal Skills**

- Effective communication with parents, students, staff, and external agencies
- Maintaining confidentiality
- Managing sensitive conversations
- Using empathy, firmness, and professionalism

### **5. Administrative Responsibilities**

- Supporting attendance initiatives
- Maintaining student records and files
- Transferring documentation for starters and leavers
- Supporting parental engagement

### **Suggested Activities (Interactive)**

#### **Activity 1: “A Day in the Life” Scenario (15 minutes)**

Staff are given a set of real-world scenarios (e.g., uniform issue, student upset, parent complaint, safeguarding concern).

They discuss:

- What would you do first?
- Who would you speak to?

- What outcome would you aim for?

### **Activity 2: Communication Challenge (10 minutes)**

Staff role-play a short conversation:

- A student upset after a conflict
- A parent concerned about attendance
- A teacher requesting support

Focus on tone, clarity, and empathy.

### **Key Takeaways**

- The Year Team Manager role blends pastoral care, behaviour management, and administrative support.
- Strong communication and relationship-building are essential.
- The role directly influences student wellbeing, behaviour, and academic success.
- It requires adaptability, empathy, professionalism, and resilience.

## **SESSION 2 : Skills, Pathways, and Professional Practice of a Year Team Manager**

### **Overview**

A deeper exploration of the skills, qualities, and professional expectations required for the role, including safeguarding, teamwork, and career progression.

### **Purpose**

To help staff understand the competencies needed to succeed in the role and how to prepare for a career in pastoral support within education.

### **Core Focus**

- Skills and qualities required
- Safeguarding and confidentiality
- Working with external agencies

- Career pathways and professional development

## **Key Content**

### **1. Essential Skills & Qualities**

- Excellent oral and written communication
- Ability to build relationships with students, parents, and staff
- Strong organisational skills and ability to prioritise
- Ability to remain calm and professional under pressure
- Commitment to inclusive education and safeguarding
- Integrity, energy, and enthusiasm

### **2. Safeguarding & Child Protection**

- Awareness of legislation and school policies
- Recognising signs of concern
- Knowing when and how to escalate issues
- Maintaining accurate records
- Working with DSLs and external agencies

### **3. Working with External Agencies**

- Social workers
- Police
- Health professionals
- Alternative provision providers
- Understanding the Early Help Assessment (EHA) process

### **4. Teamwork & School Culture**

- Supporting the Progress Leader
- Collaborating with other Year Team Managers
- Contributing to school ethos and community
- Celebrating achievements and promoting high expectations

## **5. Career Pathways**

- Year Team Manager → Senior Pastoral Roles → Safeguarding Lead.
- Training opportunities:
  - First Aid
  - DSL training
  - Behaviour management
  - Mental health and wellbeing
  - Data systems (e.g., Arbor)

## **Suggested Activities (Interactive)**

### **Activity 1: Safeguarding Case Study (15 minutes)**

Staff analyse a fictional safeguarding scenario and decide:

- What concerns are present?
- What actions should be taken?
- Who needs to be informed?

## **Key Takeaways**

- The role requires a blend of professional skills, pastoral sensitivity, and administrative competence.
- Safeguarding and confidentiality are central to the role.
- Year Team Managers work closely with staff, families, and external agencies to support students.
- There are clear pathways for progression within pastoral and leadership roles.
- Personal qualities—such as empathy, resilience, and communication—are as important as qualifications.