

Post title: Inclusion support assistant (term time only)

Pay range: NJC Grade 4 (8-14)

FTE: £24,702-£27,334, Pro-rata: £21,154-£23,407

Line manager: Behaviour lead



Main purpose of the job

- Plan, develop and deliver support packages to students with complex SEND or behaviour support needs who are at risk of exclusion or unable to attend mainstream lessons
- Attend meetings with parents and other stakeholders in order to support the needs of students in inclusion, and those on pastoral support programmes
- Plan, deliver and evaluate targeted SEND, subject and behaviour interventions
- Support students in their return to school and transition back into a mainstream classroom
- Support students to improve their behaviour to secure better than expected progress
- Support students in their return to lessons in the classroom
- Work collaboratively with others to plan and deliver effective interventions, record outcomes and set targets for further progress
- Provide updates and feedback on students' progress, reading levels, behaviour, social interactions, completed work and assessments each half term, and record interventions on a weekly basis
- Maintain a purposeful and calm atmosphere in the inclusion unit and other learning areas, and consistently apply the unit's agreed sanctions and rewards procedures
- Work proactively and effectively in collaboration and partnership with learners, parents/carers, governors, other staff and external agencies
- Be aware of, and comply with, policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person



"A dedicated team of staff, coordinated by the designated safeguarding leader, supports vulnerable pupils. These staff work with determination and sensitivity"
OFSTED MAY 2018

Duties and Responsibilities

Support for pupils

- Use specialist skills, training and experience to support pupils and groups of pupils
- Support students and parents by organising home-based learning packages if students are excluded
- Assist with the development and implementation of pupil profiles, support plans and personal behaviour programmes for inclusion unit students
- Establish productive working relationships with pupils, act as a role model and set high expectations
- Promote the inclusion and acceptance of all pupils
- Liaise with teachers to implement agreed strategies in order to support the student as and when a return to mainstream lessons takes place
- To safeguard the welfare of pupils, and promote emotional health and wellbeing

Support for the curriculum

- Implement agreed learning activities and teaching programmes; adjusting activities according to pupil responses and needs, particularly where SEMH is a barrier to learning
- Support pupils in learning strategies e.g. literacy, numeracy, KS3, early years, as directed by the teacher/line manager
- Support the use of ICT in learning activities and develop pupils' competence and independence in its use
- Help pupils to access learning activities through specialist support and differentiation of resources

Support with external partnerships

- Attend meetings with parents and outside agencies
- Establish constructive relationships and communicate with other agencies and professionals to support achievement and progress of pupils
- Undertake planned supervision of pupils' out of school hours learning or behaviour activities (e.g. homework club, intervention sessions, detention supervision)
- Supervise pupils on visits, trips and out of school activities



"Pupils choose from a wide range of extra-curricular activities, which develop their confidence, as well as the culture of aspiration within the school and the local community." OFSTED May 2018

Behaviour and safety

- Support a safe, purposeful and stimulating environment for pupils, and establish a framework for discipline with a range of strategies using praise, sanctions and rewards consistently and fairly
- Be a positive role model and consistently demonstrate the positive attitudes, values and behaviour, which are expected of pupils
- Have high expectations of behaviour, promoting self-control and independence of all learners

Fulfil wider professional responsibilities

- Communicate effectively with parents and carers regarding pupils' achievements and wellbeing using school systems and processes
- Work collaboratively with others to develop effective professional relationships
- Make a positive contribution to the wider life and ethos of the school
- Set a good example in terms of conduct, professional appearance, punctuality and attendance

Professional development

- Regularly review the effectiveness of your deployment and its impact on pupils' progress, attainment and wellbeing, and responding to advice and feedback from colleagues
- Be responsible for improving your practice through training and development opportunities identified by the school, or as developed as an outcome of your professional targets
- Participate in training, learning activities and professional development

This job description is not necessarily an exhaustive list of duties but is intended to reflect the range of duties the postholder will perform. The job description will be reviewed regularly and may be changed in the light of experience and in consultation with the post holder.

This post is subject to an enhanced DBS criminal record check and an online search

Person Specification – Inclusion support assistant		
	Essential	Desirable
Qualifications and Training		
Good general education, including GCSE maths and English, grade C or above	✓	
Qualification related to supporting young people in a learning environment (NVQ)		✓
First aid training		✓
Experience		
Experience of working with students with a wide range of learning, developmental and behavioural needs, including supporting with behaviour	✓	
High quality communication with pupils of all abilities	✓	
Experience of working with pupils who are disaffected and disengaged from mainstream education	✓	
Experience of working in a school environment		✓
Use of ICT including Excel, Microsoft Office and Google workspace		✓
High quality communication with pupils of all ages, abilities and backgrounds	✓	
Experience of working collaboratively with teaching staff in the preparation, assessment and monitoring of work and support programmes	✓	
Experience of developing and delivering personalised programmes of support around barriers to learning including behaviour, main school curriculum and additional curriculum suited to individual needs	✓	
A wide range of mentoring skills	✓	
Personal Qualities		
Highly motivated, self-reliant and well organised	✓	
High standards of professionalism, confidentiality and personal presentation, with an excellent record of attendance and punctuality	✓	
Excellent interpersonal skills to ensure that relationships with colleagues are professional and supportive, and a sense of teamwork is developed		
Co-operative and positive	✓	
Adaptable, open to change, and willing to take on challenges with enthusiasm	✓	
Willing to undertake additional duties as and when required	✓	
Skills and Knowledge		
Understanding of the range of complex needs that pupils may have in accessing education	✓	
Ability to manage and direct own workload under pressure to meet deadlines, and maintain a good work/life balance	✓	
Knowledge of a range of approaches to cater for different learning styles and barriers to learning to support engagement in learning	✓	
Ability to manage pupil behaviour calmly, with the needs of the child in mind	✓	
Ability to liaise appropriately and effectively with staff, parents and other professionals to support student progress	✓	
Effective de-escalation strategies	✓	
Understanding of the range of complex needs that young people may have accessing education, and a knowledge of a range of approaches to cater for different learning styles and barriers to learning	✓	
Awareness of safeguarding issues and an understanding of up to date SEN legislation	✓	
Equal Opportunities		
Understanding of different social backgrounds of pupils	✓	
Understanding the needs of pupils and the appropriate strategies to support them	✓	
Full commitment to community cohesion and inclusion	✓	

