



**Moorlands**  
Learning Trust



**Nidderdale High School**

A MOORLANDS LEARNING TRUST ACADEMY

**FURTHER  
PARTICULARS FOR  
THE POST OF:**

**INCLUSION  
SUPPORT ASSISTANT  
(Casual Work)**

# **INCLUSION SUPPORT ASSISTANT (Casual Work)** **(Working with SEND students and those with a diagnosis of Autism)**

**Scale Pay Point 5 (Range 5-6) £13.26 ph**  
**(Full Time Equivalent Salary £25,583.00) / Actual starting salary £17,838.96**

**Term Time Only (plus training days)**  
**Usual day: 8.45 a.m. to 3.15 pm with 30-minute unpaid break**

***This role is suitable for job share. We are open to discussing a range of options for working hours/days with shortlisted candidates.***

The successful candidate will work as directed in meeting the additional educational needs of students and support them in all areas of school life, where necessary. The post holder will report progress of students' performance to the SENCO and will carry out other duties as required. In addition, they will encourage students to become independent learners and at all times respect confidentiality of information relating to the academy trust and its students.

As a comprehensive academy, our overriding aim is to ensure that our students achieve everything that they are capable of. We recognise every student as an individual, with different needs and talents, and we work hard together to make sure we support and nurture successful, happy and confident learners who achieve in the widest sense of the word, and not just academically.

At Moorlands Learning Trust (MLT) we are aspirational for every student within our Trust and are committed to achieving success for all and inspiring others to do so too. We believe in investing in the professional and career development of our staff to keep ourselves at the cutting edge of educational developments, where staff wellbeing is also a key priority for us and our schools.

If you are inspired by this opportunity and have the qualities to contribute to our high-quality provision, then we would be delighted to hear from you.

## **How to Apply**

Please apply through My New Term and as part of your online application in the Personal Statement section (no more than 2 sides of A4) please explain how your skills, qualities and experiences make you a suitable candidate for this post.

The closing date / scheduled interview dates for this post are shown on MNT.

***We reserve the right to close this vacancy early if we receive sufficient applications for the role. Therefore, if you are interested, please submit your application as early as possible.***

If you do not receive an invite to interview within 3 days of applications closing, we regret your application will have been unsuccessful on this occasion, but we wish you every success in your future career.

Thank you again for your interest in our school.

Kath Jordan  
Headteacher

## **INCLUSION SUPPORT ASSISTANT**

### **PRIME OBJECTIVES OF THE POST:**

To work as directed in meeting the additional educational needs of students and support them in all areas of school life, where necessary. The post holder will report progress of students' performance to the SENCO and will carry out other duties as required. In addition, they will encourage students to become independent learners and at all times respect confidentiality of information relating to the academy trust and its students.

### **RESPONSIBLE TO THE SENCO, THE POST HOLDER WILL:**

#### **Key Accountabilities**

- Work in partnership with class teachers to enable students to access the curriculum.
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
- To promote a positive learning environment in the classroom and encourage students to achieve their personal best.
- Promote and support the inclusion of all students, including those with specific needs, both in learning activities and within the classroom.
- Assess students' responses to learning tasks and where appropriate, modify methods to meet individual and/or group needs.
- Use positive behaviour management strategies, in line with the school's policy and procedures, to contribute to a purposeful learning environment and encourage students to interact and work co-operatively with others
- To be a role model for our students and be sensitive and responsive to students' needs.
- To communicate with the SENCO of any concerns about a student's learning.
- To link with a curriculum area, attending curriculum meetings and feedback to the inclusive learning department.
- To be responsible, when appropriate, for the mobility, medical and hygiene needs of the students within established policies and practices
- To keep appropriate records of students' performance and support as required.
- To support students in the use of technology in the class to enable and facilitate access to the curriculum.
- To attend departmental meetings.
- To carry out administrative support as required.
- To regularly update yourself with students' needs.

#### **Responsibilities**

- 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
- Be aware of and support difference and ensure equal opportunities for all
- Contribute to the overall ethos/work/aims of the school
- Appreciate and support the role of other professionals
- Attend and participate in relevant meetings as required
- Participate in training and other learning activities and performance development as required
- To support, uphold and contribute to the development of the Academy's Equality policies and practices in respect of both employment issues and the delivery of services to the community.

**General Accountabilities**



- Be aware of the school’s duty visitors and to comply with
- Establish and maintain positive, constructive and professional working relationships with staff, visitors, students, parents and other professionals of the school;
- Be aware of and comply with the code of conduct, regulations and policies of the school;
- Develop self within the post, undertaking training/appraisal as appropriate to ensure that relevant knowledge and skills are updated in order to support school development.

of care in relation to staff, students and the health and safety policy at all times;

**VARIATION IN ROLE**

Given the dynamic nature of the role and structure of The Moorlands Learning Trust as an Academy, it must be accepted that, as the Academy’s work develops and changes, there will be a need for adjustments to the role and responsibilities of the post. The duties specified above are, therefore, not to be regarded as either exclusive or exhaustive. They may change from time to time commensurate with the grading level of the post and following consultation with the post holder.

**Recruitment and Selection Policy Statement**

The Academy’s Local Board of Governors is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment

**Agreed by:**

**Post Holder:**

**Print name**.....

**Signature**.....

**Line Manager:**

**Print Name**.....

**Signature**.....

**Date:** .....

## PERSON SPECIFICATION – INCLUSION SUPPORT ASSISTANT

Qualifications	Essential/Desirable E/D	How Identified
<ul style="list-style-type: none"> <li>GCSE grade C or equivalent in English &amp; Maths</li> </ul>	E	Application form and selection process
<ul style="list-style-type: none"> <li>An understanding of child protection, health, safety and security</li> </ul>	D	
<ul style="list-style-type: none"> <li>NVQ Level 3 or equivalent in SEND, Child Care, Health or Youth Work</li> </ul>	D	
<ul style="list-style-type: none"> <li>Any additional qualification relating to children with special educational needs</li> </ul>	D	
Experience	Essential/Desirable E/D	How Identified
<ul style="list-style-type: none"> <li>Some experience of secondary school-age children</li> </ul>	D	Application form and selection process
<ul style="list-style-type: none"> <li>Understanding of children's needs and problems</li> </ul>	D	
<ul style="list-style-type: none"> <li>Successful experience of motivating, coaching and encouraging students to achieve more</li> </ul>	D	
<ul style="list-style-type: none"> <li>Aware of requirements under Health &amp; Safety regulations</li> </ul>	D	
<ul style="list-style-type: none"> <li>Knowledge of First Aid procedures</li> </ul>	D	
<ul style="list-style-type: none"> <li>Evidence of the ability to work cooperatively with multidisciplinary professionals, governors and other agencies</li> </ul>	D	
<ul style="list-style-type: none"> <li>Experience of working in a high pressured environment</li> </ul>	E	
<ul style="list-style-type: none"> <li>Experience of managing own workload to meet conflicting demands and deadlines to ensure completion of tasks</li> </ul>	E	
<ul style="list-style-type: none"> <li>Defusing difficult situations in a calm manner</li> </ul>	D	
<ul style="list-style-type: none"> <li>Presenting yourself effectively</li> </ul>	E	
<ul style="list-style-type: none"> <li>ICT competence or ECDL level or equivalent</li> </ul>	D	
<ul style="list-style-type: none"> <li>Experience of working in a school based environment</li> </ul>	D	
<ul style="list-style-type: none"> <li>Experience of e-learning including mobile technologies</li> </ul>	D	

<b>Training</b>	<b>Essential/Desirable E/D</b>	<b>How Identified</b>
<ul style="list-style-type: none"> <li>Willingness to participate in CPD</li> </ul>	E	Application and selection process
<ul style="list-style-type: none"> <li>Evidence of relevant CPD</li> </ul>	E	
<b>Skills</b>	<b>Essential/Desirable E/D</b>	<b>How Identified</b>
<ul style="list-style-type: none"> <li>Able to understand and carry out instructions</li> </ul>	E	Application form and selection process
<ul style="list-style-type: none"> <li>Able to think logically and calmly when under pressure.</li> </ul>	E	
<ul style="list-style-type: none"> <li>Able to keep accurate &amp; appropriate records</li> </ul>	E	
<ul style="list-style-type: none"> <li>Able to use initiative within school policies and practices</li> </ul>	E	
<ul style="list-style-type: none"> <li>Good standard of written and spoken English</li> </ul>	E	
<ul style="list-style-type: none"> <li>Proven ability to use ICT in the organisation and management of their role</li> </ul>	E	
<ul style="list-style-type: none"> <li>Good numeracy skills</li> </ul>	E	
<ul style="list-style-type: none"> <li>Able to act in an understanding and patient manner whilst remaining firm and fair</li> </ul>	E	
<ul style="list-style-type: none"> <li>Able to take initiative and to work independently</li> </ul>	E	
<ul style="list-style-type: none"> <li>Good interpersonal skills and confident communicator</li> </ul>	E	
<ul style="list-style-type: none"> <li>Good problem solver</li> </ul>	E	
<ul style="list-style-type: none"> <li>Understand and manipulate numerical &amp; statistical data</li> </ul>	E	
<ul style="list-style-type: none"> <li>Evidence of the ability to promote a positive ethos and pride in the school together with high standards of education, care and behaviour</li> </ul>	E	
<ul style="list-style-type: none"> <li>Development planning, monitoring and evaluation</li> </ul>	D	
<b>Professional Qualities</b>	<b>Essential/Desirable E/D</b>	<b>How Identified</b>
<ul style="list-style-type: none"> <li>Abide by the school's policies</li> </ul>	E	Application form and selection process
<ul style="list-style-type: none"> <li>'Can do' attitude</li> </ul>	E	
<ul style="list-style-type: none"> <li>Team work/collaboration</li> </ul>	E	

<ul style="list-style-type: none"> <li>Emotional intelligence</li> </ul>	E	
<ul style="list-style-type: none"> <li>Professional appearance</li> </ul>	E	
<ul style="list-style-type: none"> <li>Sense of humour and perspective!</li> </ul>	E	
<b>Equal Opportunities</b>	<b>Essential/Desirable</b> <b>E/D</b>	<b>How Identified</b>
<ul style="list-style-type: none"> <li>Candidates should indicate an acceptance of, and a commitment to, the principles of the Academy's Equal Rights policies and practices as they relate to employment issues and to the delivery of services to the community</li> </ul>	E	Selection process
<ul style="list-style-type: none"> <li>Commitment to equal opportunities policies relating to gender, race and disability in an educational context</li> </ul>	E	
<b>Circumstances - Personal</b>	<b>Essential/Desirable</b> <b>E/D</b>	<b>How Identified</b>
<ul style="list-style-type: none"> <li>Will not require holiday leave during term time.</li> </ul>	E	Selection process and completion of an Enhanced DBS disclosure
<ul style="list-style-type: none"> <li>Must be legally entitled to work in the UK (Asylum and Immigration Act 1996).</li> </ul>	E	
<ul style="list-style-type: none"> <li>No contra-indications in personal background or criminal record indicating unsuitability to work with children/young people/vulnerable clients/finance (DBS check required).</li> </ul>	E	
<ul style="list-style-type: none"> <li>If driving is a feature of this post – must be licensed and appropriately insured (e.g. business use).</li> </ul>	E	
<b>Safeguarding</b>	<b>Essential/Desirable</b> <b>E/D</b>	<b>How Identified</b>
<ul style="list-style-type: none"> <li>Has appropriate motivation to work with children and young people, and can relate to them</li> </ul>	E	Completion of an Enhanced DBS disclosure
<ul style="list-style-type: none"> <li>Ability to maintain appropriate relationships and personal boundaries with children and young people</li> </ul>	E	
<ul style="list-style-type: none"> <li>Displays commitment to the protection and safeguarding of children and young people</li> </ul>	E	
<ul style="list-style-type: none"> <li>Has up to date knowledge of relevant legislation and guidance in relation to working with young people</li> </ul>	E	