

JOB DESCRIPTION

Role Title	Department	Reports to
Inclusion Support Assistant	Teaching and learning/ Inclusion	SENDCo / SLT

PURPOSE

- To support pupils who are disengaged or struggling to access mainstream learning.
- To deliver targeted and structured 1:1 and small group pastoral interventions, supporting pupils to regulate their emotions and/or reintegrate into lessons.
- To provide support to individual pupils to regulate their behaviour.
- To contribute to a safe and positive learning environment, following the school's Behaviour Policy.
- To implement a consistent approach to restorative practice following behavioural incidents.
- To play a wider role in embedding positive behaviour management strategies practice across the school.
- To carry out any other reasonable requests, at the discretion of the Headteacher, to meet the changing demands of the school.

DIMENSIONS

Direct Reports	Budget Responsibility
None	None

PRINCIPAL ACCOUNTABILITIES

Behaviour Management and Reintegration Support

- Act as a visible role model for positive behaviour.
- Work collaboratively with teaching staff and the SENCo to identify pupils at risk of missing learning due to challenging behaviour and/or SEMH needs and implement timely support.
- Respond promptly to requests for behavioural support from teaching staff, acting as the first point of escalation.
- Support pupils in developing positive behaviours and attitudes to learning.
- Ensure that behavioural consequences are implemented consistently in line with the school Behaviour Policy and Individual Behaviour Steps.
- Facilitate restorative conversations with pupils following behavioural incidents, supporting them to reflect on their behaviour and rebuild positive relationships with peers and staff.
- Provide in-class support as required to ease transition back to timetabled lessons in classrooms, including following suspensions or exclusions, in line with individual reintegration contracts.

Teaching and learning / Intervention Delivery

- Lead the day-to-day operation of the Inclusion Hub (The Hub), ensuring it is a safe, calm and purposeful environment for pupils.
- Manage the timetabling of the Inclusion Hub (The Hub) in liaison with the SENCo and SLT.
- Build trusted, professional relationships with pupils, acting as a consistent and reliable point of contact.
- Develop and maintain consistent routines, structures and resources within the Inclusion Hub (The Hub) that support emotional regulation and engagement with learning.
- Deliver targeted and structured 1:1 and small group behavioural and pastoral interventions, supporting pupils to regulate their emotions, build resilience and reintegrate into lessons.
- Promote inclusion by encouraging participation of identified pupils in all aspects of school life.
- Implement behaviour support plans and use positive behaviour management strategies consistently in line with school policy.

Collaboration & Liaison

- Contribute to the development and review of EHCPs, SEND Learning Plans, Individual Behaviour Steps and risk assessments for pupils, where appropriate.
- Attend and contribute to multi-agency meetings, SEND and other relevant meetings as required, sharing relevant information about behaviour.
- Maintain regular and professional communication with parents and carers, sharing progress and strategies to support continuity between home and school.

Planning and Assessment

- Read and understand EHCPs, SEN Support Plans and/or Learning Plans and Individual Behaviour Steps, ensuring the targets in these inform daily practice.
- Monitor and record the progress of students accessing the Inclusion Hub (The Hub), tracking social, emotional and personal development, as well as behaviour.
- Liaise regularly with the Class Teacher/s and SENDCo to review provision and adapt strategies as needed.
- Contribute to the evaluation of provision effectiveness, providing written reports and verbal updates to the SENCo and SLT, when required.
- Maintain accurate, up-to-date records for pupils, including behaviour and safeguarding logs, intervention records on Provision Map, attainment and progress records and EHCP evidence.
-

Whole-school organisation, strategy and development

- Model effective behaviour management approaches and de-escalation strategies to colleagues, acting as a resource for staff seeking guidance on supporting pupils with identified needs.
- Share knowledge of current research on behaviour management and best practice with the wider team, contributing to a whole-school culture of understanding and empathy.
- Support the induction of new staff in understanding the needs of students with identified SEMH and/or behavioural needs.

- Contribute to the development, implementation and evaluation of the school's policies, practices and procedures and support the overall values and vision of the school.
- Make a positive contribution to the wider life and ethos of the school by attending extra-curricular school events.
- Work collaboratively on curriculum and other identified school development initiatives to secure co-ordinated outcomes.

Health, safety and discipline

- Recognise that health and safety is a responsibility of every employee.
- Ensure the physical and emotional wellbeing of all pupils, including implementing risk assessments and personal care plans where required.
- Comply with health and safety policies and safeguarding procedures at all times.

Professional development

- Take part in the school's appraisal and performance management procedures.
- Reflect on own performance to identify strengths and areas for development, taking part in further training in order to improve own teaching.
- Seek out opportunities to build the appropriate skills, qualifications, and/or experience needed for the role, with support from the school.
- Demonstrate a generous approach to the sharing of knowledge and expertise to actively contribute to the professional development of other members of the school community.
- Reflect on own practice and seek opportunities to develop specialist skills.
- Show commitment to the development and promotion of a learning community for all.

Working with colleagues and other relevant professionals

- Develop effective professional relationships with colleagues, working collaboratively to secure the best possible outcomes for all members of the school community.
- Liaise with colleagues in other schools, sharing knowledge and expertise and working collaboratively.
- Communicate knowledge and understanding of pupils to other school staff and education, health and social care professionals, so that informed decision making can take place on intervention and provision.
- Access support and advice from other external agencies.
- Communicate clearly and professionally with parents/carers regarding pupil progress and needs.

Personal and professional conduct

- Uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school.
- Maintain high levels of confidentiality and act with integrity at all times.
- Have proper and professional regard for the ethos, policies and practices of the school and adhere to these consistently.
- Maintain high standards of attendance and punctuality.
- Promote equality and treat everyone with fairness and dignity.
- Adhere consistently to the Watling Primary School Staff Code of Conduct.

Safeguarding and Child Protection

- Actively promote and safeguard the welfare of ALL members of the school community.
- Consistently follow the school policies on safeguarding and child protection.
- Keep up to date with developments in safeguarding and child protection.

PERSON SPECIFICATION

E – Essential

D – Desirable

Qualifications/Education	<p>GCSE (or equivalent) including a minimum of a Grade 4 (previously Grade C) in English and Maths (D)</p> <p>Level 5 Specialist SEMH and/or mental health and wellbeing qualification or a willingness to complete this (E)</p> <p>Team Teach training or a willingness to complete this (E)</p> <p>DSL training or a willingness to complete this (D)</p> <p>Paediatric First Aid training, or a willingness to complete this (D)</p>
Experience	<p>Experience of working in a school environment or other educational setting. (E)</p> <p>Experience of working with children with SEMH and/or behavioural needs in a school or educational setting (E)</p> <p>Experience of delivering specific interventions to support learning. (E)</p>
Knowledge and skills	<p>A sound understanding of the roles and responsibilities of a Higher Level Teaching Assistant within the classroom and the wider school context. (E)</p> <p>A sound understanding and knowledge of strategies used to support children with SEMH and/or behavioural issues. (E)</p> <p>Ability to adapt learning to meet individual needs. (E)</p> <p>Subject and curriculum knowledge relevant to the role and the ability to apply this effectively in supporting the Class Teacher and pupils. (E)</p> <p>Secure literacy and numeracy skills, linked to an understanding of the requirements for age related expectations. (E)</p> <p>Excellent verbal communication skills and the ability to model high standards of spoken and written English. (E)</p> <p>Competency in the use of IT and a good understanding of how to use IT effectively to support learning. (E)</p> <p>Good organisational skills and the ability to work calmly under pressure. (E)</p> <p>The ability to build effective working relationships with pupils and adults. (E)</p> <p>Skills and expertise in understanding the needs of all pupils and an understanding of how to adapt and deliver support to meet those individual needs. (E)</p> <p>A sound understanding of data protection and confidentiality. (E)</p> <p>Knowledge and understanding of the importance of equal opportunities, multicultural education and inclusion. (E)</p> <p>Knowledge of legal requirements, national policy and guidance on the safeguarding of children. (E)</p>
Particular aptitudes Personal skills	<p>An alignment with the values of The Watling Way. (E)</p> <p>High expectations for all members of the school community and the tenacity to challenge this if appropriate. (E)</p> <p>A commitment to developing respectful, supportive and trusting relationships with all members of the school</p>

	<p>community to contribute to an overall positive working and learning environment. (E)</p> <p>An ability to maintain high levels of energy and enthusiasm towards your own role and the overall development of the school. (E)</p> <p>A willingness to take on additional responsibilities and gain valuable experience as the school grows. (D)</p> <p>A brave approach to embracing innovative ways of doing things. (E)</p> <p>Patience, resilience and creativity in supporting pupils with diverse needs. (E)</p> <p>Ability to stay calm when under pressure. (E)</p> <p>Knowledge of EHCP processes and statutory requirements. (D)</p> <p>Familiarity with assistive technology and its application within the classroom. (D)</p> <p>Commitment to continuous professional development in SEMH and/or behavioural strategies. (E)</p>
--	--

Associate Staff Standards

We as Trust colleagues, make upholding the reputation and standards of the Trust our first concern, and are accountable for achieving the highest possible standards in our work and conduct. Our Job Descriptions define the behaviour and attitudes required. We act with honesty and integrity; have strong subject knowledge, keep our knowledge and skills up to date and are self-critical; forge positive professional relationships and work with parents/carers, visitors and outside agencies in the best interests of students.

Personal and Professional Conduct

A colleague is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct for all employees;

We uphold public trust and maintain high standards of ethics and behaviour, within and outside school, by:

- Treating students, colleagues, visitors and parents/carers with dignity, building relationships rooted in mutual respect and at all times observing proper boundaries appropriate to our position;
- Having regard for the need to safeguard students' well-being, in accordance with statutory provisions;
- Showing tolerance of and respect for the rights of others;
- Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs;
- Ensuring that personal beliefs are not expressed in ways which exploit students' vulnerability or might lead them to break the law;
- Maintaining high standards of confidentiality and acting with integrity at all times.

I hereby confirm that I have received a copy of the above job description

PRINT:

SIGNED:

DATE: