



JOB DESCRIPTION: Inclusion Assistant

Our ethos is one of Selfless Service, Excellence, Virtues and Aspiration, with our named virtues being: kindness, courage, honesty, tolerance, respect and responsibility. We promote five principles of character: to be presentable, polite, prepared, positive and punctual. Our school promotes an active sense of citizenship and regard for *sarbat dha bhallah* (common good of all). At Seva School, our aim is for our whole community to actively engage with all that the Sikh faith encompasses and modern British Values promote.

SCHOOL CONTEXT:

All-through: Reception to Year 11
Mixed

REPORTING TO:

SLT

SALARY:

SCP 4 to 7
Full Time
Term Time only at 38 weeks
Permanent

MAIN DUTIES

a) Professional Standards

- Fully supportive of the aims and faith values of the school.
- Committed to child protection, safeguarding and the health and safety of all pupils at all times.
- Accountable to upholding professional standards and the staff code of conduct.
- Uphold agreed policies and practices for learning, attendance progress, behaviour, attendance and uniform in a consistent, firm and fair manner.
- Be vigilant to pre-empt issues arising and de-escalate situations promoting positive behaviour traits that are embedded over time.
- Engage with maintaining a high quality environment across the school that is conducive to pride in the school and learning.
- Actively seek and remove barriers to learning in pupils to ensure they belong, thrive and achieve.
- Positive, calm role model reflected in their professional conduct including attendance, punctuality and attire.
- Take responsibility for professional development, making the most of opportunities and implementing training provided.
- Contribute to the wider life of the school through supporting extra-curricular activities and community events.



b) Inclusion

- Identify, organise and deliver inclusion strategies and programmes bespoke to the assessed needs and agreed plans for individuals and groups of pupils.
- Provide data driven, targeted and measurable support for pupils in receipt of Pupil Premium, known or previously known to Social Services, Children in Need, Looked After Children, Special Educational Needs and Disabilities (SEND), EAL and made vulnerable due to bespoke circumstances in a timely manner.
- Keep robust records of all interventions including implementing Learning Support Plans (LSPs), EHCPs, Early Help Support, Family Support, **SEMH**, Behaviour and Attendance targets.
- Develop resilience, independence, confidence and positive attitudes towards learning with a strong sense of purpose and ambition.
- Adapt resources and activities in lessons to ensure inclusive access to the curriculum is achieved for every pupil.
- Plan, assist and advise on the preparation of teaching materials and classroom resources to maximise pupil engagement through stretch and challenge.
- Assist with the supervision of pupils during educational visits, residentials, activities and learning opportunities outside the classroom.

Commented [AS1]: SEMH

c) Assessment, Recording & Reporting

- Embed a culture in which early and accurate assessment of pupils' needs is prioritised.
- Effectively analyse data to embed a graduated approach of plan, do, review for strong pupil progress from assessed starting points to targeted outcomes that set high expectations.
- Systematically observe pupils in lessons and record pupil voice to inform next steps.
- Maintain accurate and updated records at all times that are stored securely and not compromised.
- Use assessments to identify gaps in learning and use to inform the graduated model of plan, do, review cycle for every pupil ensuring that plans are adapted at short notice to tailor the plan to the specific needs.
- Assist in meetings with teachers, outside professionals, parents and carers in conjunction with Class teachers, Form Tutors and/or leaders.
- Maintain confidentiality and sensitivity when handling pupil information in accordance with GDPR and school policies.

d) Pupil Support

- Build professional relationships with pupils maintaining a professional distance.
- Implement training effectively to support their social, emotional, mental health and wellbeing and development.
- Provide encouragement and reassurance to help pupils overcome barriers to learning accessing professional support through advice from line managers and professional bodies.
- Support pupils to develop resilience, independence and confidence to belong, thrive and achieve.
- Monitor attendance, punctuality and engagement to maximise potential and remove barriers.
- Supervise pupils during break, lunch or transitions times to ensure full engagement with learning.
- Promote positive social interaction and inclusion among all pupils for harmony.
- Support the delivery of PSHE/SRE lessons, researched and accredited mental health and pastoral programmes with proven results.

e) School and Trust



- Be aware of and comply with policies and procedures relating to child protection, safeguarding, health and safety, security and confidentiality, reporting all concerns appropriately.
- Recognise personal strengths and areas of expertise and use these to support colleagues and contribute fully to the inclusion team.
- Support the school's mission statement, vision, faith values and strategic objectives.
- Promote an inclusive school culture where all pupils feel valued and supported.
- Be responsible for promoting and safeguarding the welfare of children and young people encountered during the course of work.

Duties

- To deliver extra-curricular activities where appropriate to enhance pupil engagement and inclusion.
To undertake supervision duties as required.
To implement learning interventions across the school.
To complete administrative tasks as necessary.
- To cover lessons in the short term absence of teaching staff.
- To support pupils during examinations where required in accordance with access arrangements and training for exam invigilation.

Safeguarding

The Sevak Education Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. All appointments will be subject to an enhanced Disclosure and Barring Service check (with a children's barred list check).

- School safeguarding policies and procedures must be fully implemented and followed by all staff.
- To take reasonable care for personal health and safety and that of others in accordance with Health & Safety legislation.
- To promote the protection and safeguarding of pupils through the active implementation of relevant policies including Safeguarding and Child Protection Policy, Behaviour Policy, Attendance Policy, KCSiE and the Staff Code of Conduct.

Our offer of work will be conditional upon a number of mandatory pre-employment checks, including but not limited to:

- Enhanced DBS check
- Barred List check
- Right to work check
- Internet search
- Relevant safeguarding checks

PERSON SPECIFICATION: Inclusion Assistant

The following will be evidenced in the application and interview process.

Qualifications	GCSE pass (or equivalent) in English and Mathematics. (essential) A relevant qualification or experience in supporting Teaching and Learning, SEND, Education, Mental Health and Wellbeing, Behaviour, Attendance, Family Support, Social Services or equivalent.(essential) First Aid (desirable) Team Teach trained (desirable)
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Experience	<p>Experience of working effectively within a team and driving on inclusive practice in schools or equivalent settings.</p> <p>Experience motivating, engaging and enabling children or young people to belong, thrive and achieve in a school or similar setting</p> <p>Experience and appreciation of the educational needs of pupils from a wide range of socio-economic backgrounds</p> <p>Experience supporting pupils with PP, SEND, EAL or additional learning needs and/or disabilities.</p> <p>Experience of working with children or young people from disadvantaged, vulnerable, deprived backgrounds.</p> <p>Experience of embedding positive behaviour and regular attendance strategies.</p> <p>Developing and maintaining an effective environment that is conducive to learning.</p>
Professional knowledge and Understanding	<p>Understanding of inclusive education, barriers to learning and how to remove them to maximise potential in every pupil.</p> <p>Knowledge of the Pupil Premium strategy and how it can be used to remove barriers to achievement and raise aspirations for all pupils irrespective of background.</p> <p>Knowledge of the Equality Act 2010, SEND Code of Practice and strategies to support pupils with SEND, EAL, PP as well as more able learners to belong, thrive and achieve in education.</p> <p>Awareness of the National Curriculum, Exam board specifications and how learning can be supported across different subjects</p> <p>Demonstrate the ability to motivate engagement in learning and reduce truancy</p> <p>Understanding of the graduated model of plan, do review to impact learning outcomes for the most hard to reach and challenging children of families.</p> <p>Knowledge of safeguarding responsibilities with an understanding of relevant legislation and guidance</p> <p>Understanding the principles of equality, diversity and inclusion within a school setting</p>
Professional Skills and Abilities	<p>Ability to support teaching and learning through clear explanations and communication</p> <p>Ability to work with individuals and small groups of pupils to reinforce learning and track their progress.</p> <p>Strong behaviour management and classroom support skills</p> <p>Ability to provide a nurturing learning environment where all pupils feel safe and able to learn.</p> <p>Ability to work effectively as part of a staff team</p> <p>Ability to reflect on practice and adapt support strategies to meet individual pupil needs</p> <p>Strong organisational skills and ability to manage workload and deadlines independently</p> <p>Ability to communicate effectively both verbally and in writing</p> <p>Confident in using ICT to support learning and school systems</p>
Personal Qualities	<p>Excellent interpersonal skills and ability to work in partnership with colleagues and teams to foster positive professional relationships</p>



	<p>A passion for supporting children and young people in their learning, development and aims to achieve their ambitions.</p> <p>Able to maintain a calm, patient and reassuring disposition underpinned by integrity, sensitivity and kindness.</p> <p>Commitment to promoting equal opportunities for all pupils</p> <p>Commitment to safeguarding and promoting the welfare of children and young people</p> <p>High expectations of self and others</p> <p>Ability to provide constructive support and feedback to colleagues where appropriate</p> <p>Evidence of excellent punctuality and attendance</p>
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The work of schools' changes and develops continuously, which in turn requires staff to adapt and adjust. The duties and responsibilities above should therefore not be regarded as fixed and may change in line with national guidance on terms and conditions of employment and/or any relevant national, local or school priorities set from time to time. Any major changes will involve discussion and consultation with you.

Whilst the main duties and responsibilities of the post are outlined above, not every individual task has been identified. The post holder will be expected to comply with any reasonable request from their line manager to undertake duties appropriate to the role in supporting teaching, learning and inclusion across the school, and which are commensurate with the grade and level of the post.

Line manager's signature: _____

Date: _____

Post holder's signature: _____

Date: _____



When selecting applicants for short-listing, the panel will consider the requirements listed in the Person Specification above. You are, therefore, advised to ensure that your application addresses the issues raised by providing examples/evidence. We are conscious of the time and effort spent on applications. We do thank you for your interest, and we will let you know whether or not your application is successful at shortlisting. Due to the number of applications, the school receives we are unable to provide feedback for candidates who are unsuccessful at shortlisting. The school regrets that it is unable to pay expenses incurred by attendance at interview.

The following job description is for the guidance of applicants as to the requirements of the post. It does not replace the 'Conditions of Service for Teachers' as set out by the DfE.