

## Community Inclusion Practitioner

### Job Description & Person Specification

Leicester Therapeutic School is committed to creating a diverse workforce. We will consider all qualified applicants for employment without regard to sex, religion, belief, sexual orientation, gender reassignment, pregnancy, maternity, age, disability, marriage or civil partnership.

#### Job Details:

**Salary:** £12.71 per hour

**Hours:** 12.5 hours per week (term time only)

**Contract Type:** Full Time, Permanent

**Reporting to:** Headteacher & Classroom Teachers

This is an exciting opportunity to join our team in the role of Community Inclusion Practitioner. You would be working alongside other team members including senior leaders, classroom teachers, and a therapy team. Our provision includes small class sizes of 8 pupils, sensory friendly learning spaces, large classrooms, outside play areas, high staff to pupil ratio and a personalised, multi sensory curriculum approach. Our school motto; 'building foundations through nurture and mindset' symbolises a child's growth and development through their individual learning journey at Leicester Therapeutic School. We believe passionately that with the right support at the right time; pupils will thrive in school and be ready for the next stage of their education.

#### Values

Community Inclusion Practitioners will share our values:

**Understanding:** We show understanding and care to truly comprehend a child's journey up to the point of joining our school.

**Acceptance:** We encourage children to accept themselves and others for who they are and feel good about themselves.

**Celebrate:** We celebrate pupil's individuality and their superpowers!

**Resilience:** We inspire pupils to try new experiences, overcome barriers and grow in confidence.

**Mindset:** We promote a culture where pupils will feel safe enough to see failure as part of their learning and be brave enough to take on the next challenge.

**Kindness:** We treat our school community with kindness and respect.

## Main Purpose

Community Inclusion Practitioners will:

- Work in partnership with all staff at Leicester Therapeutic School to enable pupils to participate fully in all aspects of school life and within the community.
- Provide support during playtimes and lunchtimes within the local community and prepare packed lunches for children.
- Build strong and trusting relationships with pupils to support them academically and socially and emotionally.
- Uphold the safeguarding of all pupils and staff.
- Maintains good order and discipline amongst pupils, safeguarding their health and safety.
- Provides information for recording purposes to the Headteacher, teaching staff and support staff, e.g. regarding accidents, problems of discipline, etc.
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## Community Inclusion Practitioners Specific Responsibilities

### Supporting pupils

- Build positive relationships with pupils, promoting high self-esteem and independence when out in the local area
- Adapt communication style to respond to pupils according to their individual needs when in the community
- Support pupils with their social, emotional and mental health needs, escalating concerns where appropriate and conducting dynamic risk assessments when needed
- Promote high standards of behaviour, responding to incidents in line with the school's positive behaviour policy and guidelines on physical intervention.
- Assist with the development and delivery of individual education and support plans out in the community.
- Develop independence in all aspects of learning, while maintaining high quality and vigilant supervision of pupils.
- To provide education, care and encouragement to children and young people with disabilities or special educational needs, supporting them to participate in activities and liaising, if required, with parents / carers / other professionals as appropriate. This will include working with children and young people who have a range of needs including:
  1. Communication & interaction needs;
  2. Cognition & learning needs;
  3. Social, emotional and mental health needs;
  4. Sensory and/or physical needs;
  5. Medical needs.
- Work with pupils on roll at Leicester Therapeutic School, but not attending full time, to support their re engagement and reintegration back into an educational setting.

## **Teaching and learning**

- To encourage participation and interaction in structured and unstructured learning activities within the community
- Contribute to the planning of adapted learning activities for individual or small groups of pupils with special educational needs (SEN), delivering activities in the community.
- Play an active role in the community, supporting pupils with their learning and emotional regulation.
- Support the teaching of a broad and balanced curriculum aimed at pupils achieving their full potential in all areas of learning.
- Use ICT skills to advance pupils' learning.
- Support class teachers with maintaining a safe environment among pupils, supporting behaviour effectively to ensure a positive environment
- Monitor, record and report on progress and attainment.
- Contribute to the overall ethos, aims and work of the school.
- Support the physical, intellectual, emotional and social development of pupils, including contributing ideas and suggestions to support planning, to meet their development needs within the community
- To escort and supervise pupils on educational visits and out of school activities, ensuring their health, safety and well-being at all times.

## **Safeguarding**

- Work in line with statutory safeguarding guidance (e.g. Keeping Children Safe in Education, Working Together to Safeguard Children, Prevent) and our safeguarding and child protection policies.
- Work with the designated safeguarding lead (DSL) to promote the best interests of pupils, including sharing concerns where necessary.
- Promote the safeguarding of all pupils in the school.
- Be vigilant in taking responsibility for safeguarding children and comply with the schools safeguarding policy.
- Know that safeguarding is everyone's responsibility and maintain an attitude of "it could happen here".  
General responsibilities for all staff
- All staff have a responsibility to work within the school's Child Protection and Safeguarding Policies. Failure by a member of staff to report actual or reasonably suspected physical, sexual or emotional abuse or neglect of a child may be considered a disciplinary offence.
- As employees, all staff may gain knowledge of a highly confidential nature relating to the private affairs, diagnosis and treatment of pupils, information affecting members of the public, matters concerning staff and/or details of items under consideration of the school. Under no circumstances should such information be divulged or passed to any unauthorised person or persons. This includes holding discussions with colleagues concerning learners in situations where the conversation may be overheard. Breaches of confidentiality will result in disciplinary action, which may involve dismissal.
- All staff have a responsibility to maintain the health and safety of themselves and others within the performance of their duties in accordance with the organisation's health and safety policy and to undertake specific health and safety responsibilities as directed.
- All staff are expected to support a commitment to equality of opportunity.

- All staff are expected to use their utmost endeavours to promote the interests and reputation of the school and any associated body. Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks to be carried out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the Headteacher or Line Manager. Visits are strongly encouraged prior to interview.

**Safer Recruitment**

We are committed to safeguarding and promoting the welfare of our children and young people and expect all staff and volunteers to share this commitment. We will ensure that all our recruitment and selection practices reflect this commitment. All successful candidates will be subject to a Disclosure and Barring Service check along with other relevant employment checks.

**Person Specification**

CRITERIA	QUALITIES
<b>Qualifications and experience</b>	<ul style="list-style-type: none"> <li>• A level of numeracy and literacy sufficient to carry out the duties of the post.</li> </ul>

<p><b>Experience, Skills and knowledge</b></p>	<ul style="list-style-type: none"> <li>• Must be able to recognise discrimination in its many forms and willing to put the School's Equality Policies into practice.</li> <li>• Able to work as a member of a team.</li> <li>• Able to use own initiative.</li> <li>• High level of interpersonal skills to communicate with pupils and children in difficult situations</li> <li>• Able to exercise confidentiality when necessary</li> <li>• Willing and able to work outdoors in inclement weather conditions.</li> <li>• Willing and able to attend training as necessary.</li> <li>• Willing and able to deal with people from a variety of backgrounds.</li> <li>• Must satisfy relevant pre-employment checks. This post will involve contact with vulnerable groups (children, young people and/or adults) and is therefore exempt from the Rehabilitation of Offenders Act 1974 and subject to an Enhanced Criminal Records Bureau (CRB) Disclosure check. This exemption means that applicants for this post are required to declare all criminal convictions, cautions, reprimands and bind-overs both spent and unspent in their application, regardless of the passage of time.</li> </ul>
<p><b>Personal qualities</b></p>	<ul style="list-style-type: none"> <li>• Enjoyment of working with children</li> <li>• Sensitivity and understanding, to help build good relationships with pupils</li> <li>• A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school</li> <li>• Commitment to maintaining confidentiality at all times</li> <li>• Commitment to safeguarding pupil's wellbeing and equality</li> <li>• Resilient, positive, forward looking and enthusiastic about making a difference</li> <li>• Capacity to inspire, motivate and challenge children and young people</li> </ul>

This job description is subject to annual review and/or change at other times in response to identified needs of the school.