

## **JOB DESCRIPTION**

**Job Title:** SEND Behaviour and Inclusion Support Worker  
**Grade:** H6  
**Responsible to:** SENCOs

### **PURPOSE OF YOUR JOB**

To support students with SEND in managing externalised behaviours in a mainstream setting (often with Social, Emotional, Mental Health and/or Autism needs) to promote the progress, attendance and wellbeing of the students. Planning, delivering and reviewing short term interventions.

### **1. MAIN AREAS OF RESPONSIBILITY**

- Manage and maintain a designated space, its resources and the students who access it
- Deliver 1:1 and small group programmes of support, following the graduated approach, as part of the SEND intervention offer:
  - Emotional regulation strategies (i.e., Zones of Regulation)
  - Resilience
  - Social communication (i.e., Comic Strip Conversations, Social Stories, etc)
  - Subject vocabulary
  - Literacy
  - Numeracy
- Use a range of strategies to support students' access to the mainstream curriculum
- Continually develop existing knowledge of all areas of SEND, and share learning with colleagues
- Reflect and respond sensitively and professionally to pupil emotional and educational issues
- Apply the school's Behaviour Policy in and out of lessons
- Liaise with:
  - Teaching and support staff across the school
  - Parents and carers
  - Outside agencies (advisory teachers, Speech & Language Therapists, Educational Psychologists)
- Demonstrate excellent organisation and record keeping, and contribute to SEND documentation including: the SEND register, EHCPs, Student Passports and APDRs

### **2. ESSENTIAL SKILLS & QUALIFICATIONS**

- English and maths GCSE (Grade C or above)
- Good literacy and numeracy skills
- Good organisational skills
- Ability to build effective working relationships with pupils and adults
- Excellent verbal communication skills
- Active listening skills
- The ability to remain calm in stressful situations
- Knowledge of guidance and requirements around safeguarding children
- Good ICT skills, particularly using ICT to support learning
- Understanding of roles and responsibilities within the classroom and whole school context
- Knowledge of how to successfully lead learning activities for a group or class of children

- Knowledge of how to support learners in accessing the curriculum in accordance with the SEND Code of Practice
- Skills and expertise in understanding the needs of all pupils
- ELSA training (desirable)
- Knowledge of how to help adapt and deliver support to meet individual needs

### **3. COMPETANCIES**

- Enjoyment of working with children
- Sensitivity and understanding, to help build good relationships with pupils
- A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school
- Commitment to maintaining confidentiality at all times
- Commitment to safeguarding pupil's wellbeing and equality

### **4. QUALIFICATIONS AND EXPERIENCE**

- GCSEs at grades 9 to 4 (A\* to C) including English and Maths (Essential)
- Experience of working with children (desirable)
- Level 3 Qualification (equivalent to 3 A Levels) (Desirable)
- Level 4 or above (ideally Degree) (Desirable)
- Experience of planning and delivering interventions (Essential)
- Relevant CPD Courses (Desirable)
- Experience working with students with Social, Emotional and Mental Health needs and/or Autism. (Essential)
- Two years+ experience as a TA or other relevant roles that support the welfare of young people (Desirable)

*Whilst every effort has been made to explain the accountabilities and responsibilities for this post, each individual task may not be identified.*

*This job description is current, but following consultation with you, may be changed by the Headteacher to reflect or anticipate changes in the post which are commensurate with the salary and job title.*

*All staff are required to safeguard and promote the welfare of children and young people and follow school policies and the staff code of conduct.*