

## Job Description

**POST:** Inclusion Assistant

**RESPONSIBLE TO:** Assistant Headteacher (SENDCo) and Headteacher

**SALARY:** NJC Scale 3 (point 5 to point 6) (term time plus PD Days)  
Salary - £25,583 to £25,989 (£13.26 to £13.47 per hour)  
Actual salary £18,001 to £18,287 before deductions

Terms and Conditions as set out by Community Academies Trust

**LOCATION:** Windmill Primary School

**WORKING PATTERN:** 30 hours per week

**DISCLOSURE LEVEL:** Enhanced

### KEY RELATIONSHIPS:

Working under the instruction/guidance of the Assistant Headteacher (SENDCo), the post holder will undertake work/care/support programmes, to enable access to learning for pupils and to assist the teacher in including pupils inside and outside the classroom, either with learning or behaviour needs. The post holder will uphold the school rules and assist with behaviour incidents, enforcing agreed consequences where necessary.

### RESPONSIBLE FOR:

- Supervise and provide particular 1:1 and small group support for pupils, including those with social, emotional and mental health needs, ensuring their safety and access to learning activities
- Physical intervention is likely to be a part of the post holder's duties
- Assist with the implementation of Individual Education/Behaviour Plans and Personal Care programmes
- Establish constructive relationships with pupils, interacting with them according to their needs
- Promote the inclusion and acceptance of all pupils
- Encourage pupils to interact with others and engage in activities led by the teacher
- Set challenging and demanding expectations and promote self-esteem and independence
- Provide feedback to pupils in relation to progress/achievement under guidance of the teacher and/or Behaviour Team Leader and Deputy Headteacher (SENDCo)
- Challenge and motivate pupils, promote and reinforce self-esteem
- Enforce the school rules and consequences
- Intervene in situations where pupils are disrupting the learning of others
- Help children to manage their behaviour (including providing information and advice to enable them to make choices about their own learning/behaviour/attendance)
- Provide pastoral support to pupils (attending to personal needs and providing advice to assist in their social, health and hygiene development)
- Communicate with relevant staff, pupils and parents about behaviour incidents and consequences
- Receive and supervise pupils excluded from, or otherwise not working to, a normal timetable

- Help to maintain a safe and stimulating school environment
- Accompany pupils on educational visits in school time as requested
- Provide general assistance at school functions held in school time
- To attend any relevant training and Staff Development Days when requested
- Be aware of school procedures, policies and guidelines where appropriate (Safeguarding, Behaviour, Inclusion, Health & Safety, Fire Drill etc.)
- Be aware of the school's procedures and guidance for confidentiality and ICT Acceptable Use
- Such other duties as may be required by the Headteacher with consultation

#### Review, induction, further training and development

The post holder is required to undertake self-review at least annually, regarding working methods and areas of responsibility, in addition to participating in arrangements for further training and professional development.

#### Discipline, health and safety

The post holder is required to maintain good order and discipline among the pupils and safeguard their health and safety both when they are authorised to be on the school premises and when they are engaged in authorised school activities elsewhere.

#### Meetings

The post holder is required to participate in meetings at the school which relate to their job role.

The post holder is required to participate in administrative and organisational tasks related to such duties as described above.

#### Working time

- The Inclusion Assistant shall be available for work for 195 days in any school year and those 195 days shall be specified by the Headteacher.
- The Inclusion Assistant may be required to participate in lunchtime supervision.
- The job description allocates duties and responsibilities. It does not direct the particular amount of time to be spent in carrying them out and no part of it may be so constructed.
- The post may have a number of permanent contracted hours, with further temporary allocated annually, according to need.

#### Work/Life Balance

A reasonable work/life balance is supported by the school. There is flexibility within the staff absence policy to allow staff to discretionary paid or unpaid leave on written request.

The job description is not necessarily a comprehensive definition of the post and the post holder may be required to undertake other tasks as the Headteacher may require as long as they meet the requirements of the Local Authority Personnel Handbook.

### Safeguarding Children

The trust is committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate checks, including enhanced DBS checks.

The above responsibilities are subject to the general duties and responsibilities contained in the Statement of Conditions of Employment. The duties of this post may vary from time to time without changing the general character of the post or level of responsibility entailed.

The person undertaking this role is expected to work within the policies, ethos and aims of the Trust and to carry out such other duties as may reasonably be assigned by the Line Manager. The post holder will be expected to have an agreed flexible working pattern to ensure that all relevant functions are fulfilled through direct dialogue with employees, contractors and community members.

### English Duty -

This role is covered under part 7 of the Immigration Act 2016 and therefore the ability to speak fluent spoken English is an essential requirement for this role.

## Person Specification

## Our Values and Vision

These are our values. They can be thought of as our ‘non-negotiables’ - beliefs, expectations and standards that underpin how we work with the young people in our care, and the community we serve. We believe that if we work in the context of these values, students will achieve more than they ever thought possible. They are also values that have evolved following a sustained period of success for our school.

## Our Young People

We value three main types of achievement for our young people, and the vision for our school is that we ensure our students are empowered to achieve to a consistently outstanding level.

**Achievement - Academic:** We believe all young people have the potential to achieve great things. Intelligence can be developed regardless of emotional and social background, given appropriate teaching and bespoke, individualised support.

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Young people should be encouraged to develop autonomy and meta-cognitive control (‘knowing what to do when they don’t know what to do’) in their learning and to gain inspiration from learning. They should be equipped with a crucial sense of possibility based on a well-developed self-awareness and ambition - ambition not only for themselves but for the communities in which they live and work.

**Achievement - ‘letting your light shine’:** All young people achieve things they can be proud of every day in addition to academic success and outside our school’s planned curriculum. We have a vital role in ensuring individuals develop their own talents and interests and have a responsibility to instil in them a sense of pride in who they are and what they achieve. We must recognise and celebrate these achievements.

**Achievement - relationships (Starfish Principle):** Excellent relationships for learning are a prerequisite for all other achievements. Relationships that result in mutual respect between young people and all other members of our school community will ensure learning can be fun in a disciplined and caring environment where the highest expectations are the norm.

## Our Staff

Our Values extend to how we challenge, support and work with each other. All staff (support and teaching) play a crucial role in the education of young people. We all understand how our work has a direct influence on the life chances of the young people in our care. In the same way that we all have a duty of care to them, we have a duty of care to each other and have regard for each other’s professional and personal wellbeing.

All members of the staff community see themselves as learners. They are empowered to make decisions, be creative and to lead. Mutual respect pervades all relationships, working together to enhance professional learning and practice and collaboration; collegiality and a sense of team identifies how all staff work together. All staff have clarity and certainty about the direction our school is taking and be working on only a few initiatives at any one time with a sense of how their work is contributing to that vision. Staff co-operate with each other and are not in competition with each other - they are part of a team that ensures our schools are among the best in the country.

	Essential	Desirable
Qualifications		

	<ul style="list-style-type: none"> <li>· Relevant Level 2/3 qualification in supporting learning or SEND (or equivalent experience)</li> <li>· GCSE (or equivalent) in English and Maths</li> </ul>	
<p><b>Experience, Skills and knowledge</b></p>	<ul style="list-style-type: none"> <li>· Experience of supporting pupils with additional needs (e.g. SEND)</li> <li>· Experience of implementing targeted interventions</li> <li>· Experience of working closely with class teachers and external professionals</li> <li>· Experience of supporting emotional, social or behavioural needs</li> </ul>	
<p><b>Personal Qualities</b></p>	<ul style="list-style-type: none"> <li>· Strongly supportive, patient and empathetic approach</li> <li>· Commitment to inclusion and pupil wellbeing</li> <li>· Reliable and consistent in implementing support strategies</li> <li>· Flexible and adaptable to individual pupil needs</li> <li>· Calm, positive and solution-focused outlook</li> <li>· Ability to take initiative within agreed frameworks</li> <li>· Good organisational skills</li> <li>· Honesty, professionalism and accountability</li> </ul>	
<p><b>Other</b></p>	<ul style="list-style-type: none"> <li>• Commitment to safeguarding and promoting the welfare of children and young people</li> <li>• Willingness to undergo appropriate checks, including enhanced DBS Checks</li> <li>• Motivation to work with children and young people</li> <li>• Ability to form and maintain appropriate relationships and personal boundaries with children and young people</li> </ul>	

