

## **Inclusion Support Worker**

<b>Job Description</b>
The purpose of this post is to:
<ul style="list-style-type: none"> <li>● Serve the pupils of Springwell in matters related to inclusion, ensuring they engage in a wide range of activities safely and effectively, improving their personal, vocational and academic skills and knowledge over time.</li> </ul>
The successful candidate will:
<ul style="list-style-type: none"> <li>● Provide pupils with safe and predictable learning routines at school, in the community and in the family home.</li> <li>● Adopt relevant strategies to support the work of our teachers and increase the progress of all pupils.</li> <li>● Promote, support and facilitate inclusion by encouraging the participation of all pupils in learning and extracurricular activities.</li> <li>● Use effective behaviour management strategies in line with the school's policy and procedures, including the use of Team Teach.</li> <li>● Make considerable use of effective communication and conciliatory skills including the use of restorative practices.</li> <li>● Contribute to effective assessment and planning by supporting the monitoring, recording and reporting of pupil performance and progress as appropriate to the level of the role.</li> <li>● Communicate effectively and sensitively with pupils and their families to ensure a partnership approach to learning.</li> <li>● Maintain a stimulating and safe learning environment by organising and managing physical teaching space and resources.</li> <li>● Travel across the Authority for work purposes supporting pupils and families in a range of settings and in the family home.</li> <li>● Maintain pupil and school records including those linked to progress, attendance, behaviour and attainment.</li> </ul>
<b>Essential criteria</b>
Qualifications
<ul style="list-style-type: none"> <li>● Good general education with high grade GCSE or equivalent in Maths and English</li> <li>● Willingness to undertake further training/qualifications</li> <li>● Driving Licence</li> </ul>
Experience

- Work or voluntary experience in a relevant setting
- Experience of working with pupils with complex needs
- Experience with pupils with a wide range of barriers to accessing education

#### Knowledge and Abilities

- Knowledge of matters related to inclusion and particular those related to education
- Awareness of safeguarding procedures
- Awareness of Special Educational Needs
- Ability to build and maintain professional working relationships with pupils and their families
- Ability to communicate effectively with a range of stakeholders
- Ability and willingness to drive for work when required

#### Additional Requirements

We expect all our adults to:

- Uphold and promote professional standards including the Trust and Academy's code of conduct and values.
- Establish constructive relationships with all and understand and respect the position of all within the Trust.
- Contribute to the overall ethos, work and aims of the school.
- Promote the inclusion and acceptance of all pupils.
- Work as a member of a team to provide a safe, caring and stimulating environment.
- Be warm, consistent and reliable.
- Attend to pupils' personal needs (including social, health, physical, hygiene, first aid and welfare matters) according to the school's policies and procedures.
- Provide children with a 'secure base' in school by:
  - helping them to regulate their emotions
  - modelling the role of a trusting adult
  - supporting them to form and maintain trusting relationships with others
  - maintaining a calm and consistent approach and asserting appropriate boundaries
  - encouraging children to reflect on what goes wrong but not in a way that induces shame.
- Provide an on-call response for pupils.
- Administer and assess routine tests and invigilate when required.
- Undertake administrative tasks relevant to the role and according to the systems of the school.
- Assist with the supervision of pupils on visits, trips and out of school activities as required.
- Supervise pupils at lunch and break times.

The post holder will be expected to undertake any other duties, commensurate within the grade, at the discretion of the Executive Principal and develop and promote high standards of professional conduct throughout the Partnership.

You will be expected to carry out your duties in line with the SPP's policies, procedures and relevant legislation. You will be made aware of these in your appointment letter, statement of particulars, induction, ongoing

performance management and development through school communications.

You will be required to work at any premises which the Trust currently has or subsequently acquires or at which it may, from time to time, provide services. You will be expected to travel and will, therefore, have access to a vehicle (with appropriate Business Insurance) or other appropriate mode of transport. There may be a requirement to transport pupils from time to time, subject to appropriate risk assessments being in place.

You will be expected to attend and participate in a wide variety of meetings as well as training and development activities to support Trust, and your own professional development.

All staff, regardless of their position, are expected to undertake TeamTeach training and work within 'good practice' guidelines using a range of positive handling strategies, gradual and graded, involved in holding, guiding and escorting safely, from least intrusive to more restrictive holds.

**As part of your wider duties and responsibilities you will be required to promote and actively support the school's responsibilities towards safeguarding.** Safeguarding is about keeping people safe and protecting people from harm, neglect, abuse and injury. It is about creating safe places, being vigilant and doing something about any concerns you might have. It isn't just about the very old and the very young, it is about everyone who may be vulnerable.

The post holder must be willing to undertake an enhanced Disclosure and Barring Service check. Please note that a conviction may not exclude candidates from appointment but will be considered as part of the recruitment process.

Grade 5 October 2024