

JOB DESCRIPTION

POST: INCLUSION ASSISTANT

RESPONSIBLE TO: HEADTEACHER

SALARY: WARWICKSHIRE SCALE F 6-11 (FTE £25,989.00 – £28,142.00)
ACTUAL £19,810.09 - £21,451.22

LOCATION: KINGSWAY COMMUNITY PRIMARY SCHOOL

WORKING PATTERN: TERM TIME ONLY 32.5 HOURS
MONDAY - FRIDAY 8:30AM – 3:30PM

DISCLOSURE LEVEL: ENHANCED

MAIN PURPOSE:

To work under guidance, to provide support in addressing the needs of pupils who need particular help to overcome barriers to learning. Assist the teachers in the following:

SPECIFIC RESPONSIBILITIES:

Support for Pupils

- Provide pastoral support to pupils within the school environment.
- Receive and supervise pupils excluded from, or otherwise not working to, a normal timetable.
- Attend to pupils' personal needs and provide advice to assist in their social, health and hygiene development.
- Participate in the comprehensive assessment of pupils to determine those in need of particular help.
- In conjunction with the teacher with the development and implementation for Individual Education / Behaviour / Support / Mentoring plans.
- Support provision for pupils with additional needs.
- Develop 1:1 mentoring arrangements with pupils and provide support for distressed pupils.
- Use specialist knowledge/experience to provide an appropriate support to pupils in relation to their individual needs (e.g. daily exercise programme).
- Provide feedback to pupils and teachers in relation to progress, achievement, behaviour, attendance etc.

Support for the Teacher

- To act as Cover Supervisor during teacher absence under the direction of a teacher / designated member of staff. Cover will be in accordance with the nationally agreed protocols and as provided for in the Education Act 2002. *(The role of Cover Supervisor will be to supervise and take sole responsibility, for short term cover only, for a class / group who are undertaking pre-planned work or where pupils are able to undertake effective, self-directed learning'.)*
- Support pupils' access to learning using appropriate strategies, resources etc.
- Work with other staff in planning, evaluating and adjusting learning activities as appropriate.

- Monitor and evaluate pupils' responses and progress against action plans through observation and planned recording.
- Under direction of teacher provide objective and accurate feedback and reports as required, to other staff on pupils' achievement, progress and other matters, ensuring the availability of appropriate evidence (e.g. Head Teacher).
- Be responsible for keeping and updating records as agreed with other staff, contributing to reviews of systems / records as requested.
- Assist in the development and implementation of appropriate behaviour management strategies.
- Establish constructive relationships with parents / carers, exchanging information, facilitating their support for their child's attendance, access and learning and supporting home to school and community links.
- Assist the teacher in the development, implementation and monitoring of systems relating to attendance and integration.
- Clerical / admin support relating to classroom activity e.g. dealing with correspondence, compilation / analysis / reporting on attendance, exclusions etc. and making phone calls etc.
- Co-ordinate and organise pupils attending extra-curricular activities / work experience or other out of school activities under guidance of teacher.

Support for the Curriculum

- Implement agreed learning activities / teaching programmes under direction of teacher.
- To be aware of and appreciate a range of activities, courses, organisations and individuals to provide support for pupils.
- Under direction of teacher determine the need for, prepare and use specialist equipment, plans and resources to support pupils.

Support for the School

- Promote and safeguard the welfare of children and young persons you are responsible for or come into contact with.
- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
- Liaise effectively with teachers / parents / guardians / welfare officers / health visitors and other professional staff as part of the routine consultative process.
- Contribute to the overall ethos / work / aims of the school.
- Attend relevant meetings as required.
- Participate in training and other learning activities and performance development as required.
- Assist with the supervision of pupils out of lesson times, including before and after school and at lunchtimes.
- Recognise own strengths and areas of expertise and use these to advice and support others.

Safeguarding Children

Our 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 our 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.

The postholder will also be expected to train as a Paediatric First Aider within 3 months of taking up the position (if not already trained).

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.

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.

Our Trust Board sees all members of our Trust's staff community 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. Staff co-operate with each other and are not in competition with each other – they are part of a team that ensures the academies throughout our Trust strengthen their positions among the best academies in the country.

	Essential	Desirable
Qualifications	Very good numeracy/literacy skills equivalent to GCSE C and above. NVQ 3 for Teaching Assistant (or recognised equivalent qualification). Training in the relevant strategies e.g. literacy and/or in particular curriculum or learning area such as bilingual, sign language, dyslexia, ICT, CACHE, etc.	

Experience, Skills and knowledge	Three years' experience of working to support children's learning, gained in a relevant environment. Experience of working with pupils with additional needs. Full working knowledge of relevant policies/codes of practice. In depth understanding of areas of learning, e.g. literacy, numeracy, science, SEN, Early Years. Understanding of principles of child development and learning processes and in particular, barriers to learning. Ability to plan effective actions for pupils at risk of underachieving. Ability to self-evaluate learning needs and actively seek learning opportunities. Effective use of ICT to support learning. Use of other equipment technology – inc. photocopier. Excellent interpersonal skills to be able to relate well to a wide range of people. Work constructively as part of a team whilst being able to demonstrate initiative. Good communication skills.	
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Personal Qualities	Has a friendly yet professional and respectful approach which demonstrates support and shows mutual respect. Open, honest and an active listener. Takes responsibility and accountability. Committed to the needs of the pupils, parents and other stakeholders and challenge barriers and blocks to providing an effective service. Demonstrates a “can do” attitude including suggesting solutions, participating, trusting and encouraging others and achieving expectations. Is committed to the provision and improvement of quality service provision. Is adaptable to change/embraces and welcomes change. Acts with pace and urgency being energetic, enthusiastic and decisive. Communicates effectively. Has the ability to learn from experiences and challenges. Is committed to the continuous development of self and others by keeping up to date and sharing knowledge, encouraging new ideas, seeking new opportunities and challenges, open to ideas and developing new skills.	
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