



Inclusion Support Worker

Grade F

37 Hours per week - Term time only

September 2026 start date



1557

Tadcaster
Grammar School

Be your best self

Dear potential applicant,

Thank you for expressing an interest in applying for the post of Inclusion Support Worker.

We are looking to appoint an Individual who will embody our values of ambition, resilience, responsibility and respect. You will work closely with members of our Pastoral Teams and across school.

At Tadcaster Grammar School [TGS] we put the needs of students at the forefront of our decision making and practice. Our curricular and co-curricular offer responds to the aims and aspirations of individuals and we structure this as a 7-year experience. The school is fortunate to have a highly committed and talented staff and governing body and our students are motivated, articulate and keen to learn. TGS is a larger than average school, but we organise our pastoral systems so everyone is seen, heard and valued.

Several features of the school are likely to be of note to you if you visit. The first is the very open and welcoming nature of the school from both the staff and students. The second, the sheer variety of activities which are offered both within the curriculum and after school hours. TGS is a school with a strong reputation for looking after its students and where high standards of conduct are non-negotiable.

Our ambition for the school focuses on developing a culture where all students achieve highly whatever their background or ability. This relies on providing learning and teaching of the highest possible quality to engage, enthuse and motivate. At TGS we do not limit our definition of achievement simply to traditionally academic pursuits; we believe in developing well rounded individuals and, as such, we make a significant investment in the areas of sport, creative and performing arts.

The Trust is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. The post is subject to a successful DBS check and pre-employment checks will be undertaken before an appointment is confirmed.

If you feel you are ready for the challenge and would like to know more about the school and its activities please take a look at our website at <https://tgs.starmat.uk/>.

Thank you for your interest in this post.

Yours faithfully,

Mr R Vernon
Interim Headteacher

The Selection Process

The Yorkshire Learning Trust (YLT) is committed to equality and to making fair and equitable treatment an integral part of everything we do. The Trust is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. The post is subject to a successful DBS check and pre-employment checks will be undertaken before an appointment is confirmed. For further details about the school visit our website: [Tadcaster Grammar School](#).

If you wish to apply for the post of Inclusion Support Worker, fully complete the online application form on our careers website [HERE](#), ensuring all details are accurate and all declarations are signed. Please ensure you include details of two professional referees with one being your current employer (with email addresses).

Your Supporting Statement within the application form should be 2 sides A4 Ariel 12 point, 1.15 spacing maximum, addressing the following:

Your Supporting Statement within the application form should be 2 sides A4 Ariel 12 point, 1.15 spacing maximum, addressing how your experience and skills best fit the requirements of the Job Description and Person Specification.

The short-listing process will, in part, assess your ability to communicate effectively and accurately in the written word. Your audience for your written work will be school staff and governors.

Timeline for the selection process

Action	Date / Time
Post advertised	Wednesday 15 July 2026
Closing time/date for applications	9am Monday 7 September 2026
Selection day	TBC

Please address all return mail to Mrs R Evans (HR Advisor): tgs.recruitment@tgs.starmat.uk

Appendices

Appendix	Document Title
1	The School Vision and Values Statement
2	Job description for the role of Inclusion Support Worker
3	Person Specification

Appendix 1: The School Vision and Values Statement

OUR VISION *(Our cause; our key belief)*

Be your best self	During their 7 years with us at the school, we want all students to maximise their potential through excellent academic and personal development. Each individual should also be: • aware of the needs of others in their thoughts and actions; • empowered to control their own well-being; • able to achieve fulfilment in their current and future lives.
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OUR CORE VALUES *(These should be seen, experienced & lived)*

All staff and governors at Tadcaster Grammar School are expected to recognise and uphold the Yorkshire Learning Trust **values** of trust, openness and service. In addition:

All **staff** are expected to consistently model the following **values** which underpin everything we do, every day:

Students considered first	All of our decisions should put the needs of students first, whilst also considering our own and others' wellbeing. All students will be known well, included, valued and heard.
High expectations - no limitations	We do not prejudice potential by preconceptions about individuals or groups of students.
The optimum curriculum experience for each student	We respond to the aspirations and needs of individual students with a stimulating curriculum and diverse co-curricular offer.
The optimum support for each student	Students are individuals with their own needs and requirements; our care and pastoral support systems need to reflect this.

All **students** are expected and supported to show the following **values** in everything they do in school, every day:

Ambition	To show a desire to achieve success.
Resilience	To show a determination to achieve success.
Responsibility	To take ownership for their actions and work in and out of school.
Respect	To be considerate to themselves and others.

Appendix 2: Job Description

Job Title: Inclusion Support Worker

JOB TITLE:	Inclusion Support Worker
GRADE:	Grade F
HOURS:	37 hours -Term time only
RESPONSIBLE TO:	Assistant Headteacher
JOB PURPOSE:	To engage work with the school's agreed Behaviour Policy to anticipate and manage behaviour constructively, promoting self-discipline and independence. Knowledge of Behaviour Management techniques and behaviour intervention strategies is essential. In addition, you will be available if required, to provide short term teacher cover.

RESPONSIBILITIES AND KEY TASKS	
Supporting Learning and Development	• Work with the school's agreed Behaviour Policy to anticipate and manage behaviour constructively, promoting self-discipline and independence. • Record, monitor and evaluate the effectiveness of strategies with individual students and or groups of students • Actively promote good behaviour of all students. • Undertake general administration duties as required. • Develop support materials and information to communicate clearly to students the school's behaviour policies, raising the profile of good behaviour within the school. • Provide time out if there is a classroom incident or where a student's behaviour difficulties lead them to leave the classroom, and monitor the student's behaviour whilst in their care. • Organise and manage an appropriate learning environment and resources to provide appropriate educational provision in liaison with subject staff for students temporarily excluded from lessons. • Staff the school's isolation and RNR facility • Act as Lead professional for key students: collating information, producing relevant student records, liaising with colleagues, parents, professionals and outside agencies. • To provide short term cover for absent teaching staff or teaching assistants, allocating pre-prepared work, keeping pupils on task and managing the behaviour of pupils during class and feeding back to the regular Teacher. The role does not involve planning, preparing, delivering lessons or assessing and reporting on the development progress and attainment of pupils. • <i>Whole school duty commitments as directed by the line manager.</i>

Communication	• Communicate with school staff to update them on student behaviour and work with the staff to identify students with issues that are affecting their performance at school • Meet regularly with <i>Heads of year/Pastoral Leaders (and any other relevant staff)</i>, to discuss current issues and developments relating to behaviour. • Establish links and communicate with feeder schools to gain any relevant information about behaviour records of new students to share with teaching staff in producing action plans to support the students to ensure the smooth transition of students between phases. • Respond to enquiries from parents/carers by telephone, email or letter and direct them to relevant sources of advice and guidance as appropriate. • Develop and maintain regular contact with parents of students with behavioural difficulties to inform them of incidents and identify triggers for poor behaviour, including home visits where appropriate. • Communicate work as set out by the classroom teacher to the students and ensure work completed is returned. • Challenge inappropriate behaviour where appropriate. • Provide pastoral support where required. • Provide challenge and encouragement to students to help them to learn.
Safeguarding and Promoting the Welfare of Children/Young People	• Be responsible for promoting and safeguarding the welfare of pupils in line with policy and legislation, raising concerns as appropriate • This Yorkshire Learning Trust is committed to safeguarding and promoting the welfare of our pupils and young people. We have a robust Child Protection Policy and all staff will receive training relevant to their role at induction and throughout employment at the School. We expect all staff and volunteers to share this commitment. This post is subject to a satisfactory enhanced Disclosure and Barring Service criminal records check for work with children.
Health & Safety	• Be aware of and implement your health and safety responsibilities as an employee and where appropriate any additional specialist or managerial health and safety responsibilities as defined in the Health and Safety policy and procedure. • To work with colleagues and others to maintain health, safety and welfare within the working environment.
Data Protection	• Know about data protection issues in the context of your role. • To comply with the school and Yorkshire Learning Trust's policies and supporting documentation in relation to Information Governance this includes Data Protection, Information Security and Confidentiality
Equalities	• Within own area of responsibility work in accordance with the aims of the Equality policy, treating people with respect for their diversity, culture and values • The Yorkshire Learning Trust is committed to equality and to making fair and equitable treatment an integral part of everything we do. The Trust is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. The post is subject to a successful DBS check and pre-employment checks will be undertaken before an appointment is confirmed.
Customer Service	• The Yorkshire Learning Trust requires a commitment to equity of access and outcomes, this will include due regard to equality, diversity, dignity, respect and

	human rights and working with others to keep vulnerable people safe from abuse and mistreatment ● The Yorkshire Learning Trust requires that staff offer the best level of service to their stakeholders and behave in a way that gives them confidence. Stakeholders will be treated as individuals, with respect for their diversity, culture and values
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This job description is not your contract of employment, or any part of it. It has been prepared only for the purpose of school organisation and may change either as your contract changes or as the organisation of the school is changed. Whilst this job outline provides a summary of the post, it is not a comprehensive list or description and the job will evolve to meet changing circumstances. Such changes would be commensurate with the grading and conditions of service of the post and would be subject to discussion and consultation. All staff are required to comply with the school's policies, procedures and ethos.

Elements of the Job Description may be re-negotiated at the request of either party and with the agreement of both. The post holder may, in addition, be asked to carry out other reasonable duties within the MAT, (which could involve working at other schools), as may be required for the benefit of the school and the students' education and well-being.

In relation to Data Protection, Information Security and Confidentiality, all staff are required to comply with the school's policies and supporting documentation in respect of these issues.

As part of the Yorkshire Learning Trust (YLT) we pride ourselves on the work that we do supporting young people and welcome all applications. Visit the [website](#) for access to our recruitment policies.

The YLT is committed to equality, and to making fair and equitable treatment an integral part of everything we do. The Trust is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. The post is subject to a successful DBS check and pre-employment checks will be undertaken before an appointment is confirmed.

Appendix 3: Person Specification
Job Title: Inclusion Support Worker

Essential upon appointment	Desirable on appointment
Knowledge	
• An understanding of issues that may affect a student's ability to attend school and behave • Knowledge of Behaviour Management techniques and behaviour intervention strategies	• Knowledge of attendance regulations and targets • Knowledge of child protection legislation and procedures • Knowledge of school procedures • Knowledge of support services available to signpost students and families to
Experience	
• Experience of working with Arbor, Google or a similar data management system • Administrative experience • Experience of working with children and young people and their parents/carers	• Experience of working in a school environment • Experience of working with children and young people who have behavioural difficulties • Experience of implementing attendance and behavioural policies
Qualifications	
• Level 2 qualification or equivalent to demonstrate good literacy and numeracy skills	• Level 3 qualification in business/finance/administration or equivalent • Counselling qualification • First aid training
Occupational Skills	
• Able to communicate effectively and clearly and build relationships with a range of staff, children, young people, their families and carers • Good numeracy skills • Good ICT/Technology skills to support learning • Judgemental skills • Ability to work to deadlines • An awareness of child/young person's development and learning • An understanding that children/young people have differing needs • Good written and verbal communication skills: able to communicate effectively and clearly and build relationships with a range of staff, children, young people, their families and carers	• Ability to analyse the reasons for behavioural problems of pupils to ascertain the needs of the pupils and formulate an action plan • A good understanding of child development and learning processes • Knowledge of behaviour management techniques • An awareness of legislations affecting school attendance requirements • Knowledge of Child Protection and Health and Safety policies and procedures. • Knowledge and understanding of the agenda for safeguarding and promoting the welfare of children.

Personal Qualities	
● Organisational skills ● Attention to detail, neatness and accuracy ● Flexibility ● Demonstrate interpersonal communication skills ● Kindness, compassion and a genuine desire to support young people ● Ability to work successfully in a team forging and sustaining relationships across agencies and respecting the contributions of others working with children, young people and families. ● Confidentiality and an ability to deal with challenging situations discreetly ● Optimism, creativity and innovation ● The capacity and motivation to be solution focused ● Emotional resilience in working with challenging behaviours and attitudes; to use authority and maintain discipline ● Self confidence, personal impact and presence ● Ability to form and maintain appropriate relationships and personal boundaries with children and young people ● Ability to use authority and maintain discipline ● Ability to work to and meet deadlines	● Creativity
Other Requirements	
● Enhanced DBS Clearance ● To be committed to Continuing Professional Development ● Motivation to work with children and young people ● An empathy for equality & diversity ● The ability to converse at ease with stakeholders and provide advice in accurate spoken English is essential for the post ● Commitment to the school's policies and ethos ● Full clean Driving Licence and use of a car (covered with business insurance) essential.	