

## ROLE PROFILE

### #RKLTPeople

Nurturing Ambition, Inspiring Excellence



Red Kite Learning Trust is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. Appointments will be subject to an enhanced DBS disclosure. We are an equal opportunities employer which welcomes applications from all sectors of the community. We are committed to promoting diversity and want a workforce which reflects the local population of each of our schools.



[www.rklt.co.uk/careers](http://www.rklt.co.uk/careers)



\*Red Kite Learning Trust is committed to supporting work-life balance and recognise the benefits of flexible working. We welcome requests for flexible working arrangements as part of the recruitment process. While flexibility may be possible for many roles, each request will be considered on an individual basis.

<b>Job Title:</b>	Inclusion Support Worker	<b>School:</b>	Temple Moor High School and Sixth Form
<b>Salary Grade:</b>	C3	<b>Working Hours:</b>	37 Hours per week Monday to Friday
<b>Contract Type:</b>	Permanent , Term time only + Training Days	<b>Location:</b>	Leeds

**Responsible to:** Assistant Principal (Behaviour)

**Role summary:** The Inclusion Support Worker will play a vital role in supporting children with Special Educational Needs and Disabilities (SEND) to access learning and thrive within the school environment. A key aspect of the role will be overseeing a bespoke intervention space designed for pupils who require reasonable adjustments to their behavioural expectations and for those students with SEMH needs at risk of suspension.

This space will act as a supportive environment where children can regulate, refocus, and engage positively with learning.

#### Special conditions of service:

No smoking policy, including e-cigarettes/vaping.

#### Role specific responsibilities:

- Work closely with children with Special Educational Needs and Disabilities (SEND) to support their individual learning needs
- Oversee and manage a bespoke intervention space for pupils requiring reasonable adjustments to behavioural expectations. for those students with SEMH needs at risk of suspension and for those students who have been temporarily removed from lessons and are awaiting a parental meeting
- Provide structured opportunities for children to regulate, refocus, and re-engage positively with learning through delivery of tailored interventions that promote academic progress and social development
- Implement strategies that encourage independence, resilience, and self-regulation in pupils
- Liaise with parents, carers, and external professionals to maintain effective communication and coordinated support plans
- Monitor and record pupil progress, adapting interventions to meet evolving needs
- Promote a safe, nurturing, and aspirational environment in the Inclusion room, where all pupils feel valued and included



- Work with Curriculum Leaders to ensure that the taught curriculum by teachers is reinforced through structured intervention
- Monitor pupils who are repeatedly receiving behavioural sanctions, recognising patterns and liaising with Pastoral Officers to minimise repeating behaviours and reduce the risk of suspension
- Ensure that the appearance and ambience of the room is welcoming, conducive to learning and to ensure any laptops or equipment used in the room are in working order
- Support the SENDCo by providing identification of needs, contribute to SEND assessments and the development of individual action plans for targeted pupils
- To liaise with the Assistant Principal's for Behaviour and SEND, Phase Leaders and Pastoral Officers regarding incidents of poor/inappropriate behaviour in classrooms and around the school
- Maintain high levels of expectation and good standards of behaviour by consistently following the school's Behaviour for Learning expectations
- Participate in arrangements for further training and professional development
- Commitment to the safeguarding of our students

**All colleagues**, regardless of career stage, will make a positive contribution to the wider life and community of our school, for example through sport, music, hobbies etc.

#### **RK People responsibilities:**

- Contribute to the overall [aims and values](#) of our Trust, appreciate and support the roles of other members of the wider team and attend and participate in relevant meetings as required
- Comply with all Trust policies and procedures including child protection, health, safety, welfare, security, confidentiality and data protection etc., reporting any concerns to the appropriate person
- Contribute to ensuring safeguarding procedures are in place and used effectively at all times.

The role holder must demonstrate a flexible approach to the delivery of the role. Consequently, the role holder may be required to perform work not specifically identified in the role profile but which is in line with the general scope, grade and responsibilities of the role.

## Our Trust Mission

Nurturing ambition, delivering excellence and enriching children's lives.



### Our Trust Values



**Collaboration**  
We pull together to deliver the best outcomes for every child in every school, working with professional generosity and openness for the common good. We share joy in our achievements - personal and collective.



**Integrity**  
We put ethical leadership and excellent governance at the heart of our Trust, serving our schools and communities with fairness, honesty and transparency and a hunger for social justice.



**Respect**  
We champion equity, equality and diversity. We treat our children, families, staff and partners with respect and kindness - modelling our values and wanting the very best for each other.

### Our Trust Goals



**We champion learning**  
Learning together creatively with a rich and broad curriculum, where great teaching and confident reading are fundamental to enriching children's lives.



**We promote wellbeing**  
Ensuring the wellbeing of every child and member of staff in our Trust.



**We invest in our people**  
Supporting every member of staff throughout their career to be the best that they can be.



**We innovate with technology**  
Enabling all learners to harness technology, ensuring all have access at home, and innovating with technology for learning.



**We are our Trust**  
Growing together collaboratively we will strengthen our Trust for the benefit of our children, our staff, our communities and our environment.



PEOPLE PROFILE		
Aptitudes and Characteristics	Essential	Desirable
Ability to relate well to all adults and children in a 1:1 capacity	*	
Ability to work flexibly and collaboratively as part of a team as well as on own	*	
Able to use own initiative and motivate others	*	
Ability to plan effectively using a cross-curricular skills-based approach	*	
Commitment to inclusive practice and promoting equality of opportunity	*	
Ability to deliver targeted support that reinforces classroom learning and addresses gaps in understanding across core subjects.	*	
Confidence in using restorative approaches to manage behaviour positively		*
Ability to work under pressure and to meet deadlines	*	
Able to work with discretion at all times in the disclosure of information about the school and a clear awareness of confidentiality	*	
Demonstrates high levels of motivation and enthusiasm and a “can do” attitude	*	
Willingness to proactively take part in training, particularly around additional needs and adaptations. Take responsibility for and be keen to improve upon own professional development	*	
Demonstrates full commitment to safeguarding and promoting the welfare of children and young people	*	
Strong interpersonal skills with the ability to build positive relationships with pupils, staff, and families	*	
Empathy, patience, and a nurturing approach to supporting children with diverse needs.	*	
Qualifications, Knowledge and Experience	Essential	Desirable
GCSE (or equivalent) Maths and English at Level 2 (Grade C/4 or above)	*	
Completion of DfES Teaching Assistant Induction Programme		*
Relevant First Aid training		*
Either qualified as a Higher-Level Teaching Assistant (HLTA) or actively working towards achieving HLTA status.		*
Excellent teamwork and communication skills	*	
Excellent organisation and time management skills	*	
Good numeracy and literacy skills	*	
Good IT and basic technology skills (e.g. computer, tablet, video, photocopier)	*	



Excellent administration and clerical skills, including keeping records of learning and making learning resources and displays	*	
Experience of working with or caring for children of relevant age	*	
Experience of working with or caring for children with additional needs, including medical needs and Special Educational Needs and Disabilities		*
Experience of working with students with, but not limited to, an Autism Diagnosis		*
Experience of working to support children academically, particularly in developing skills and confidence		*
Demonstrates a high level of skill in dealing with issues relating to student behaviour		*
Understanding of the principles of child development, learning and behaviour: this includes how to support children in overcoming potential barriers to learning	*	
Understanding classroom roles and responsibilities and your own position within these as a 1:1 member of staff	*	
Awareness of policies and procedures relating to child protection, health, safety and security, confidentiality and data protection		*
<b>Safeguarding and Promoting the Welfare of Students</b>	<b>Essential</b>	<b>Desirable</b>
An appropriate motivation to work with children and young people	*	
Ability to maintain appropriate relationships and personal boundaries with children and young people	*	
Emotional resilience in working with challenging behaviours and appropriate attitudes to the use of authority and maintaining discipline	*	

