

Job Role – Inclusion Assistant

This role is aimed at supporting the pupils, whose challenging behaviour puts them at risk of exclusion.

Pay Grade - 6

Key Role

- Under an agreed system of supervision to take a lead role within the school to address the needs of pupils who need help to overcome particular barriers to learning.
- Support for Pupils
- Manage the supervision of 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.
- Assist the teacher with the development and implementation of SEN support / 6 stage plans.
- Take a lead role in the provision of support for pupils with special needs.
- Establish effective working relationships with pupils acting as a role model.
- Arrange and develop 1-1 mentoring arrangements with pupils across phases / integration of those who have been absent.
- Provide information and advice to enable pupils to make choices about their own learning / behaviour / attendance.
- Challenge and motivate pupils, promote and reinforce self-esteem.
- Provide feedback to pupils in relation to progress, achievement, behaviour, attendance etc.

Support for Teachers

- 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.
- 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.
- Take lead role in the development and implementation of appropriate behaviour management strategies.
- Establish constructive relationships with parents / carers exchanging information, facilitating their support to their child's attendance, access and learning and supporting home to school and community links.

Support for the Curriculum

- Implement agreed learning activities / teaching programmes, adjusting activities according to pupil responses / needs.
- Actively seek information regarding, and utilise, the range of activities, courses, organisations and individuals to provide support for pupils to broaden and enrich their learning.
- Determine the need for, prepare and use specialist equipment, plans and resources to support pupils.

Support for the School

- Be aware of and comply with policies and procedures relating to child protection, health and safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Be aware and support difference and ensure all pupils have equal access to opportunities to learn and develop.
- Contribute to the overall ethos / work / aims of the school
- Establish constructive relationships and communicate with other agencies / professionals, in liaison with the teacher, to support achievement and progress of pupils/
- Attend and participate in regular meetings.
- Participate in training and other learning activities as required.
- Recognise own strengths and areas of expertise and use these to advise and support others.
- Assist in the supervision, training and development of staff.
- Implement planned supervision of pupils out of school hours
- Supervise pupils on school trips. Visits and out of school activities as required.

Experience	<ul style="list-style-type: none"> • Experience working with children of relevant age • Experience of working with pupils who have additional needs.
Qualifications / Training	<ul style="list-style-type: none"> • Good numeracy / literacy skills • NVQ level 3 for teaching assistants or equivalent qualification or experience.
Knowledge / Skills	<ul style="list-style-type: none"> • Full working knowledge of relevant policies / codes of practice and awareness of relevant legislation • Working knowledge of national curriculum and other relevant learning programmes • Understanding of principals of child development and learning • Ability to plan effective actions for pupils at risk of underachieving. • Full understanding of the range of support services / providers • Ability to self-evaluate learning needs and actively seek learning opportunities. • Ability to work well with children and adults. • Work constructively as part of a team understanding classroom roles and responsibilities and your own position within these.