



FOREST HILL SCHOOL

Dacres Road, London SE23 2XN

Boys 11-16, Mixed 16-18

Tel. 020 8699 9343

www.foresthill.lewisham.sch.uk

POST TITLE:	Inclusion Support Assistant
GRADE:	Scale 4
HOURS:	30 hours per week TTO (38 weeks per year)
RESPONSIBLE to:	SENCO

Main purpose of the Post:

Working under guidance of teaching staff: provide support in addressing the needs of pupils who need particular help to overcome barriers to learning. This job description is not exhaustive or prescriptive and the role is subject to change and development. It is envisaged that the precise responsibilities may change as they are dependent upon the needs of the students. Forest Hill is a comprehensive community school with a diverse intake and as such expects its staff to be flexible in their responses to meeting the ever-changing needs of the students on our roll. However, whilst the specific duties may change any change in duties would be in line with the nature and grade of this post.

Summary of responsibilities and personal duties:

SUPPORT FOR PUPILS

- Provide pastoral support to pupils attending both am and pm tutor times as directed.
- 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 & hygiene development, this to include providing personal care and toileting for students
- Monitor and assist with any specialist equipment as required under the direction of a teacher.
- Participate in comprehensive assessment of pupils to determine those in need of particular help specifically help with the grading of basic group tests.
- Assist the teacher with the development and implementation of individual Education/Behaviour/Support/Mentoring plans
- Support provision for pupils with special needs JD TA BGS Level 3
- Establish productive working relationships with pupils; developing an enhanced Pastoral relationship with specific students, acting as a role model
- Develop 1:1 mentoring arrangements with pupils and provide support for distressed pupils
- Promote the speedy/effective transfer of 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.
- Provide the necessary support to enable students to sit examinations and fulfil their access arrangements. This may include invigilating exams, scribing for and reading to students when necessary and permissible.

SUPPORT FOR TEACHERS

- Liaise with feeder schools and other relevant bodies to gather pupil information
- 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
- 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 in the development, implementation and monitoring of systems relating to attendance and integration
- Clerical/admin support eg. dealing with correspondence, compilation/analysis/reporting on attendance, exclusions etc., making phone calls etc.

SUPPORT FOR THE CURRICULUM

- Implement agreed learning activities/teaching programmes, adjusting activities according to pupil responses/needs
- Be aware of and appreciate a 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
- Be aware of and support diversity and ensure all pupils have equal access to opportunities to learn and develop

SUPPORT FOR THE SCHOOL

- Be aware of and comply with policies and procedures relating to child protection, health, safety and security and data protection, reporting all concerns to an appropriate person
- Be aware of confidential issues linked to home/pupil/teacher/school/work and to keep confidences as appropriate
- Be aware of and support diversity 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
- Be trained in First Aid / administering medicines to support individual pupils
- Recognize 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 visits, trips and out of school activities as required
- Take part in the school's performance management arrangements
- Support teaching staff and House teams by assisting with break duties as directed by the Head teacher.
- Any other task in keeping with the nature and grade of the role that is required by the Head teacher/SENCO to support students.

EQUALITIES

Ensure implementation and promotion in employment and service delivery of the Council's equal opportunities policies and statutory responsibilities. This post has a responsibility for safeguarding and promoting the welfare of children and young people.

PERSON SPECIFICATION

EXPERIENCE

Working with or caring for children of relevant age

QUALIFICATIONS/TRAINING (Essential Requirements)

Good numeracy/literacy skills

Completion of DfES Teacher Assistant Induction Programme

NVQ 2 in teaching assistance or equivalent qualifications or experience

Training in the literacy/numeracy strategy

First aid training/training in specific medical procedures as appropriate

KNOWLEDGE/SKILLS (Essential Requirements)

Effective use of ICT to support learning

Use of other equipment technology - video, photocopier

Knowledge of relevant policies/codes of practice and awareness of relevant legislation

General understanding of national curriculum and other basic learning programmes

Basic understanding of child development and learning

Ability to self-evaluate learning needs and actively seek learning opportunities Ability to relate well to children and adults

Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these