

## **INCLUSION ASSISTANT**

### **INFORMATION ABOUT THE POST**

The Fallibroome Academy is seeking to appoint an enthusiastic, self-motivated person to the position of Inclusion Assistant. The successful candidate will provide bespoke support for students who are identified as neurodivergent, more specifically have a diagnosis of Autism or ADHD, or who are on a pathway towards a diagnosis. This support would take into account the complex needs of each student. The post holder would be required to work with students and parents and liaise with staff as well as implement appropriate interventions.

Our Inclusion Provision offers wrap around support for our most vulnerable students with the aim of improving outcomes for students. The focus of our Inclusion Provision is to support students with Social, Emotional and Mental Health (SEMH) challenges and are able to manage in a mainstream school setting. We have repeatedly received extremely positive external feedback about our provision, and we are seeking to appoint someone with the vision and passion to continue to build and develop our work. In addition, and a part of our Inclusion Provision, Fallibroome is an Enhanced Mainstream Provision (EMP). The focus of our EMP is to support students with Communication and Interaction difficulties and are able to manage in a mainstream school setting.

The successful candidate will be fully immersed in academy life and will be an integral part of the Inclusion Team. There is an expectation that all staff contribute to the wider ethos and values of the school including:

- Supporting the school's behaviour system
- Working flexibility both within and outside of lessons
- Supporting extra-curricular activities including trips and visits
- Supporting lunchtime and break time duties

The role of Inclusion Assistant would suit anyone with an experience of or a desire to work with young people with complex educational and emotional needs, or who have a diagnosis of, or who are displaying characteristics of having ADHD/ADD. The post holder will be required to report on outcomes and to share best practice with key stakeholders.

A job description and person specification are included within this pack.

Notwithstanding the routine hours, it is a requirement of this position that candidates are able to demonstrate their ability to be flexible in respect of their working pattern in order to meet the requirements of school and school commitments. All work routines will be in consultation with the SENCO and/or Assistant SENCO and with sufficient notice.

The individual appointed to this post must subscribe to the ethos of the Fallibroome community of schools. As well as the technical and practical skills required to carry out the work outlined in the job description, flexibility, the ability to work well under pressure and under one's own initiative with a commitment to high standards in personal work are essential for this position.

Applicants must be good team workers able to relate to a wide variety of people in a complex organisation, and be able to respond promptly to teachers working under pressure of time. They must be able to demonstrate a good record of attendance and punctuality in previous employment and be of smart personal appearance.

## **THE LEARNING SUPPORT DEPARTMENT**

The Learning Support Department at The Fallibroome Academy is led by the Assistant Headteacher (Inclusion) who is also our SENCO, supported by an Assistant SENCO. There is a very talented team of a further three HLTAs and a large team of Teaching Assistants (TAs). In addition, we have an Inclusion Team that provides valuable support for our most vulnerable learners. Our Inclusion provision work closely with students who have Communication and Interaction (C&I) difficulties and students who need support with their Social, Emotional and Mental Health (SEMH).

In March 2019 following a successful bid to Cheshire East Council for funding, Fallibroome was designated as an Enhanced Mainstream Provision (EMP) for students with Communication and Interaction (C&I) difficulties. This work has been integral in creating an Inclusive culture across the school. The EMP has been recognised as being a place for excellence and has become a vital support provision for students, families and the wider school community.

There are approximately 400 named students on the Inclusion Register. We have 52 students across all key stages who have an Education Health and Care Plan (EHCP) and a further 113 students identified at SEND support. The greatest areas of need are students with Communication and Interaction difficulties and SEMH.

Fallibroome is committed to maximum inclusion for all within the classroom but recognises that some adaptations are needed to ensure that all students are equipped to cope with other aspects of the school environment.

The Learning Support Team has an open door policy and it is not uncommon to find students receiving help with homework, classwork and extra-curricular activities at lunchtime or after school. The students are supported to ensure their successful passage through the school and in preparing our students for adulthood. Links with outside agencies are well developed and there is a regular transfer of relevant information.

The department is well resourced and has excellent facilities, including a specialist designated medical suite with physiotherapy and study rooms, an extensive tracker hoist system and adapted toilet facilities. Students make good use of ICT and have access to PCs and laptops. Audio and visual resources are wide-ranging and plentiful and the department is also well equipped with a full range of reading and support materials.

## THE FALLIBROOME ACADEMY – JOB DESCRIPTION

Job Title:	Inclusion Assistant	
Responsible To:	Assistant Headteacher/SENCO	Grade: 5 (SCP 7-11)

### BASIC JOB PURPOSE

Provide support for students who access our Inclusion provision at The Fallibroome Academy.

Alongside this, to work closely with and provide support for students who access our EMP provision - students who are identified with Communication and Interaction as an area of need.

Work with teaching staff, TAs, families and students to provide the best support possible and enable these students to access the curriculum and make progress.

To contribute to the overall ethos, work and aims of the school.

### MAIN RESPONSIBILITIES

1	Work to the direction of the Inclusion Manager to lead specialist provision for students that present with SEMH.
2	Plan and deliver specialist provision within Inclusion and classrooms where appropriate.
3	Provide general support for students as well as specific interventions including timetabled respite, homework support, lesson support, curriculum reduction and before/after school support.
4	To work collaboratively with the wider Inclusion Team to support students in managing behaviour and emotional dysregulation.
5	Plan and deliver additional structured interventions as appropriate, 1:1 or in small groups with identified pupils, under the direction of the Inclusion Manager/SENCO/Assistant SENCO to ensure access to learning activities and to encourage students to become independent learners within their own ability.
6	Be a point of contact for identified students who access Inclusion within the school.
7	Work with the SENCO to support the transition of students with SEMH across the key transitions in school. Into Y7, Y10 and into their destinations when they leave Fallibroome.
8	Establish and maintain excellent relationships with students, parents/carers, colleagues and other professionals.
9	Work with subject and class teachers and TAs to support the provision for students with SEMH, and to monitor the progress of students.
10	Construct effective SEN Support Plans for the students in this provision, and EHCPs where appropriate. Monitor delivery of the SEN Support Plans.
11	Keep records for all pupils involved in this provision.

12	Monitor the Ready to Learn records for identified students, providing support and intervention to enable students to improve these where needed.
13	Contribute to and to attend meetings as required including departmental, those involving external agencies and those involving parents.
14	To attend to and to implement the personal and physical needs of students including health and hygiene matters, if required.
15	Take part in Performance Management.
16	Undertake personal professional development and respond to the changing needs of the job.
17	Undertake lunchtime supervisory duties as required.
18	Actively safeguard and promote the welfare of children at all times.
19	Ensure that all activities undertaken are done so safely and to report any unsafe practices or conditions identified as soon as possible to a line manager.
20	Notwithstanding the detail in this job description the job holder will be required to undertake such work as may be determined by the Headteacher/Governing Body from time to time, up to or at a level consistent with the main responsibilities of the job.

## **THE POST: INCLUSION ASSISTANT**

### **PERSON SPECIFICATION**

<b>QUALIFICATIONS</b>	<b>ESSENTIAL</b>	<b>DESIRABLE</b>
Educated to at least GCSE Grade C or equivalent in English and Mathematics	√	
A qualification relating to supervising and/or directing pupil activity		√
First Aid Qualification		√
<b>EXPERIENCE</b>		
Experience of working with high needs pupils		√
Experience of working with children/young people	√	
Experience of working as part of a multi-disciplinary team	√	
Experience of working in/with an educational establishment	√	
Experience of working with external agencies/professionals		√
<b>KNOWLEDGE AND SKILLS</b>		
Knowledge of specific emotional, behavioural and physical needs	√	
Ability to build and form very good relationships with colleagues, other professionals and students/parents/carers	√	
Very good communication skills, both verbal and written	√	
Ability to work independently, to manage own caseload and use initiative but also able to work constructively as part of a team	√	
Very good literacy and numeracy skills	√	
Ability to use ICT packages and equipment effectively	√	
Basic understanding of child development and learning principles	√	
Effective networking skills	√	
Ability and a commitment to work flexibly and to respond to unplanned situations	√	
<b>PERSONAL QUALITIES</b>		
Ability to instil confidence in young and vulnerable children	√	
Ability to deal confidentially, impartially and appropriately with situations	√	
Patience, tolerance and sensitivity	√	
Good interpersonal skills and the ability to establish rapport with individuals adults and students	√	
Efficient and meticulous in organisation	√	
A desire to develop skills and knowledge through CPD	√	
Evidence of exemplary attendance and punctuality	√	
Ability to work additional hours as required (paid)	√	
Commitment to the highest standards of child protection	√	
Recognition of the importance of personal responsibility for Health and Safety	√	
Commitment to the school's ethos, aims and its whole community	√	