



Job Description

Inclusion Base Lead (HLTA / Unqualified Teacher)

OUR VISION

Our vision is to be a nurturing and inclusive school, proudly reflecting the diversity of our community, where every child is treated as an individual and no matter what their starting point will achieve their true potential within a safe and secure environment.

By the end of their journey, we want our children to be respectful, resilient role-models, having a self-belief in themselves and their abilities, ready to go from strength to strength.

Our Values

All Saints' has an ethos built around our core Christian values of Compassion, Koinonia (community)

and Love. Our key aims are linked to scripture (See full mission statement), culminating in our strap line of '*Growing Stronger Together in God's Love.*'

Compassion

Be kind and compassionate to one another, learning from our mistakes and forgiving others for theirs.

Koinonia (community)

Value and celebrate diversity, welcoming families from all faiths and backgrounds.

Love

The love within our school is one of family and friendship, enabling each child to grow and flourish.

Job Title

Inclusion Base Lead (HLTA / Unqualified Teacher)

Grade

HLTA Scale / Unqualified Teacher Scale (depending on qualifications and experience)

Responsible To

SENCO and Headteacher

Responsible For

Teaching Assistant assigned to the Inclusion Base

Job Purpose

To lead the day-to-day operation of the school's Inclusion Base, providing a safe, nurturing and purposeful learning environment for pupils with additional needs, particularly those with Autism Spectrum Disorder (ASD) and Social, Emotional and Mental Health (SEMH) needs.

The postholder will support pupils to access learning, develop emotional regulation, build positive relationships and successfully engage with mainstream school life. They will work closely with the SENCO, class teachers, families and external professionals to implement personalised support programmes and interventions.

The Inclusion Base Lead will line manage designated support staff and contribute to planning, assessment and provision review

Main Duties and Responsibilities**Leadership of the Inclusion Base**

- * Lead the daily operation of the Inclusion Base.
- * Create a calm, structured and nurturing environment that promotes emotional safety and readiness to learn.
- * Develop and maintain clear routines, expectations and behaviour support systems.
- * Monitor the effectiveness of provision and contribute to its ongoing development.
- * Support pupils' successful reintegration into mainstream classrooms where appropriate.
- * Work closely with the SENCO to identify barriers to learning and implement appropriate support strategies.

Pupil Support and Learning

- * Deliver targeted learning activities and interventions for individuals and small groups.

- * Adapt learning activities to meet the needs of pupils with ASD, SEMH and other SEND needs.
- * Plan and deliver bespoke learning experiences where pupils are unable to access aspects of the mainstream curriculum.
- * Support pupils in developing communication, social interaction, emotional regulation and independence skills.
- * Use restorative and relational approaches to support behaviour and emotional wellbeing.
- * Promote positive attendance, engagement and participation.

Planning, Assessment and Record Keeping

- * Contribute to the planning of personalised learning programmes.
- * Assess and monitor pupil progress against agreed targets.
- * Maintain accurate records of interventions, behaviour, wellbeing and progress.
- * Contribute evidence towards EHCP reviews, SEND support plans and provision mapping.

Staff Management

- * Provide day-to-day direction, support and guidance.
- * Model effective practice and support staff development.
- * Contribute to the induction of new staff working within the provision.

Partnership Working

- * Liaise with parents and carers to support pupil progress and wellbeing.
- * Work alongside external agencies including Educational Psychologists, Speech and Language Therapists, CAMHS professionals and Inclusion Support Teams.
- * Attend relevant meetings and contribute professional observations and recommendations.

Safeguarding and Welfare

- * Promote and safeguard the welfare of all children.
- * Follow school safeguarding, child protection and health and safety procedures.
- * Support pupils with personal care needs where required and appropriate.

Person Specification

Qualifications

- * HLTA status or equivalent experience.

Essential Knowledge and Experience

- * Experience supporting pupils with SEND in a primary school setting.
- * Good understanding of Autism Spectrum Disorder (ASD).
- * Good understanding of Social, Emotional and Mental Health (SEMH) needs.
- * Experience of delivering interventions and personalised support programmes.

- * Experience of supporting behaviour using positive and relational approaches.
- * Some experience of working collaboratively with teachers, families and external professionals.

Essential Skills

- * Excellent communication and interpersonal skills.
- * Ability to build positive, trusting relationships with vulnerable pupils.
- * Ability to de-escalate behaviour and support emotional regulation.
- * Strong organisational and record-keeping skills.
- * Ability to plan, adapt and evaluate learning activities.
- * Ability to work independently and use initiative.

Desirable

- * Unqualified Teacher Status or relevant teaching experience.
- * Training in Thrive, Emotion Coaching, ELSA or equivalent approaches.
- * Knowledge of EHCP processes and SEND legislation.