



White Woods Primary Academy Trust

The Pod
Canklow Woods Primary School
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Chief Executive Officer: Kate Davies

Job Title: Inclusion Practitioner
Grade/Band: SCP 19 - 23, Band G
Hours: 37
Responsible to: Headteacher

Main Purpose of the Role

The Inclusion Practitioner is a key role, supporting the creation of an inclusive and supportive environment for children and their families. This role includes addressing children's learning and behavioural needs, supporting families, driving school attendance and liaising with external agencies. Collaborating closely with the Senior Leadership Team and teachers, the Inclusion Practitioner will support the implementation of the School Behaviour Policy and Trust Safeguarding Policy. As a vital member of the inclusion team, the Inclusion Practitioner ensures comprehensive and holistic support for children and families, often coordinating with agencies like Early Help and Social Care to provide holistic care.

Specific responsibilities

Family Support

- Take on responsibility as a key worker for specific families in the school.
- Where relevant, meet with parents and outside agencies under the direction of SLT
- Keep detailed records of involvement with families. Use telephone, letter, email and text as appropriate
- Keep a detailed record of all work done with pupils
- Build positive relationships with all families to diminish barriers, encouraging them to engage and liaise with the school.
- Carry out home visits when and where it is felt necessary.
- Source help for families and help them to access support provided by other agencies.
- Attend appropriate assemblies and year group events for specified families.

Pupil Attendance

- Monitor the day to day attendance of all students at the school and raise concerns where necessary
- Support the improvement of attendance and punctuality by working with pupils and parents to identify why children are late or not achieving full attendance at school.
- Meet weekly with SLT to discuss attendance concerns
- Co-ordinate the administration of attendance letters and pathways
- Co-ordinate and participate in parental attendance reviews
- Liaise with external agencies to promote attendance
- Lead EBSA interventions
- Champion attendance incentives across school
- Analyse and communicate attendance data across school

Child-centred - Collaboration - Curiosity - Challenge

- Undertake safe & well checks where necessary
- Attend trust wide network meetings

Pupil Behaviour

- Support children who are having difficulties in class or in the playground and mentor these students to promote good behaviour using positive regard approach & strategies
- Identify children who would benefit from specific interventions. Build good relationships with pupils.
- Collaborate with teachers to proactively address and manage student behaviour, ensuring that predictable behaviours are effectively prevented through coordinated strategies and interventions.
- Serve as a key communication liaison between parents and the school, ensuring consistent and clear information sharing regarding student behaviour and support plans.

Safeguarding

- Act as the DDSL at the school
- Play a proactive role in safeguarding across the school and attend Inclusion team meetings
- Make referrals where appropriate Lead on Early Help for specified families by opening cases, arranging meetings and gaining information from parents and pupils.
- Where appropriate, represent the school at all child protection conferences.
- Make 0-19 referrals as required.
- Provide written documentation in relation to specified families for both internal and external purposes
- Maintain excellent relationships with appropriate outside agencies and other schools to ensure the school can access high quality external support where possible/appropriate.
- Support SLT in delivering safeguarding training where appropriate.

General

- ✓ Attendance at staff meetings and Trust training activities where relevant.
- ✓ Participate in performance management
- ✓ As this post requires working in Schools a DBS and barred lists check at the enhanced level will be required
- ✓ Other duties as seen fit by the headteacher

Person Specification

1. Knowledge and Experience	Essential/Desirable	Shortlisting
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A. Experience of working with children with special educational needs	E	✓
B. Experience of working with children with complex needs	E	✓
C. Knowledge and experience of planning, preparing, delivering and evaluating learning activities	D	✓
D. Experience of assessing pupil progress and reporting on development and attainment	D	✓
E. Experience of providing support and guidance to staff on how to adapt learning activities to support individual needs	D	✓
F. Understanding of other agencies and their role and experience of working with other professionals to provide pupil support	E	✓
G. Practical knowledge of how children develop and learn and how to motivate them	E	✓
H. Working knowledge and experience of implementing national/foundation stage curriculum and other relevant learning programmes	E	✓
I. Full working knowledge of relevant legislation e.g.: child protection, health and safety, confidentiality and data protection and codes of practice	E	
J. Knowledge and experience of using a range of computer applications and ICT including word processing, spreadsheets, databases, presentation software, internet and e-mail	E	✓
2. Qualifications and Training	Essential/Desirable	Shortlisting
A. Meet the HLTA standards or have an equivalent qualification or experience	E	✓
B. Relevant training e.g.: learning strategies/specialist area	E	✓
3. Skills and Abilities	Essential/Desirable	Shortlisting
A. Communicates effectively on a 1:1 basis about straightforward and detailed issues with a range of people	E	

B. Deals confidently with different points of view in conversations	E	
C. Contributes clearly and effectively to discussion with others	E	
D. Persuades others to own point of view on routine issues	E	
E. Produces detailed written information to communicate information, ideas and opinions	E	
F. Makes decisions as to when and how duties are to be carried out	E	
G. Responds independently to unanticipated problems and situations	E	
H. Uses a rational or disciplined approach to problem solving	E	
I. Analyses and interprets complex information to solve difficult problems and develop new ideas or concepts	E	
J. Uses previously untried new ideas or concepts to generate solutions to problems	E	
K. Produces medium-term solutions or plans	E	

4. Beliefs, attitudes and personal attributes	Essential/Desirable	Shortlisting
A: A shared commitment to culture with a work ethic and drive to match that of the Trust in improving education and life chances of the communities we serve	E	✓
B: Committed and passionate about the provision of outstanding primary education.	E	✓
C: Belief and commitment to equality of opportunity for all	E	
D: Optimism and resilience in the face of challenges	E	✓
E: Self-aware and able to learn	E	✓

5. Additional Factors	Essential/Desirable	Shortlisting
A: Ability to travel within a reasonable timeframe	E	
B: No serious health problem which is likely to impact upon job performance (that cannot be accommodated by reasonable adjustments)	E	
C: Good attendance record in current/previous employment (not including absences resulting from disability)	E	
D: A commitment to safeguarding and promoting the welfare of children and young people.	E	
E: A willingness to share information and expertise.	E	
F: A commitment to ongoing staff development and the development of others.	E	

Statements relevant to all posts
<p>All duties and responsibilities should be carried out in accordance with agreed policy and procedures, in particular those relating to: Environmental; Health and Safety; Equal Opportunities; Risk Management; Data Protection; IT; Safeguarding and Financial Regulations.</p>
<p>Safeguarding is everyone's business. All employees, governors, contractors and volunteers share a responsibility, both corporately and individually, to ensure that every person is treated with dignity and respect and protected from others who may abuse them. We have a duty of care to safeguard and promote the welfare of children and young people, and must raise any concerns without delay.</p>
<p>The job description is an outline only and may vary from time to time without changing the character of the job or level of responsibility. The post holder must be flexible to meet the operational needs of the service.</p>
<p>The person specification covers key areas of competence and methods of assessment other than interview may be used (as appropriate to the job) to assess what a candidate can do and how they act in a specific area or situation. These include: ability test; work-related task; occupational personality questionnaire and presentation. Where this is the case, shortlisted candidates will receive details in advance of the selection process.</p>