

## **JOB DESCRIPTION**

**Job Title:** Internal Exclusion Support Assistant

**Grade:** SET Grade 4

**Salary:** SCP 13 – SCP 16

**Conditions of Service:** Support Staff Contract of Employment

**Responsible to:** Headteacher

### **Statement of Purpose**

To work under the guidance of the Internal Exclusion Lead-Manager, providing both pastoral and behaviour support to designated students, helping them to overcome barriers to learning and manage their behaviour.

### **Main Duties**

- To assist the I.E Lead-Manager with the development and implementation of Behaviour Passports, personalised reviews and behaviour action plans for students who are repeatedly placed in I.E.
- To establish productive working relationships with students, acting as a role model.
- To develop mentoring relationships with designated students, positively encouraging and providing support.
- To provide information and advice to enable students to make choices about their own learning, behaviour, attitudes, morals and social knowledge.
- To support students' access to learning, using appropriate strategies and resources.
- To assist in the development and implementation of appropriate behaviour management strategies and interventions.
- Involvement in the implementation of Individual Education / Behaviour / Support /Mentoring Plans.
- To assist in the development, implementation and monitoring of systems relating to behaviour, integration and restorative strategies and share good practice with relevant colleagues as and when required.
- To be responsible for keeping and updating records as agreed with the I.E Lead-Manager, contributing to reviews of systems and records as requested.
- To create daily student behaviour logs for those students working in I.E.
- To monitor and evaluate students' responses and progress during their time in I.E.
- To liaise with parents / carers via phone call

### **Support to Pupils**

- To guide and advise students on the consequences of their actions, using appropriate sanctions in line with the rules of the I.E room.
- To support students in all aspects of learning and behaviour, through observation, coaching, mentoring and 1:1.
- To supervise students on trips and out of school activities as required.
- To liaise with appropriate teaching staff to obtain relevant work for students to complete.
- Provide structured support in accordance with specific work programmes designed and supervised by individual teachers
- To contribute to raising standards by ensuring high expectations are promoted for pupils.
- Assist children in matters of personal needs and their general health including first aid and welfare matters.
- Provide general support to pupils, ensuring their safety, by complying with good H&S practice.
- Accompany teaching staff and pupils on visits, trips and out of school activities as required.
- Encourage pupils to interact with others and engage in activities led by the teacher.

### **Support to Teacher**

- To liaise with teachers, HOD's, pastoral staff and other relevant bodies to gather student information to assist in potential intervention and restorative strategies to develop, support and enhance students' behaviour and learning.
- Provide structured support in accordance with specific work programmes designed and supervised by individual teachers.
- Support the teacher in the development and implementation of Individual Education/Behaviour Plans/Pupil Passports.
- Provide support to pupils to achieve learning goals, e.g. guided reading.
- Provide detailed and regular feedback to teachers on pupils' achievement, progress, problems which manifest during time in I.E.

### **Support to Curriculum**

- To provide support in literacy/numeracy/SEN strategies.
- Support the use of ICT in learning activities and develop pupils' competence and independence in its use.
- Contribute to curriculum planning, evaluation and implementation.
- Contribute to development of school policies and procedures by participation in working groups.
- Contribute to the development, preparation and dissemination of appropriate materials.

### **Support to School** (this list is not exhaustive and should reflect the ethos of the school)

- Promote and safeguard the welfare of children and young persons you are responsible for or come into contact with.
- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Ensure all pupils have equal access to opportunities to learn and develop.
- Liaise effectively with teachers/parents/guardians, welfare officers, health visitors and other professional staff as part of the routine consultative process.

- Contribute to the overall ethos/work/aims of the school.
- Attend relevant meetings as required.
- Participate in training and other learning activities and performance development as required.
- Assist with the supervision of pupils out of lesson times, including before and after school and at lunchtimes.

**Note**

***The job holder will be expected to undertake any other duties which are not specifically listed but are within the remit, responsibility and accountability of the job.***

**Person Specification**

<b>Minimum Criteria for Two Ticks *</b>	<b>Criteria</b>	<b>Measured by</b> APP/I/ASS
	<b>Experience</b> <ul style="list-style-type: none"> <li>• Supporting children's learning in a school.</li> </ul>	APP/I
	<b>Qualifications/Training</b> <ul style="list-style-type: none"> <li>• Good numeracy/literacy skills.</li> <li>• Completion of DfES Teacher Assistant Induction Programme.</li> <li>• NVQ 2 for Teaching Assistants (or demonstrate equivalent knowledge skills and experience).</li> <li>• First aid training as appropriate (e.g. emergency first aid course).</li> </ul>	APP/I
	<b>Knowledge/Skills</b> <ul style="list-style-type: none"> <li>• . Understanding of relevant policies/codes of practice.</li> <li>• Good understanding of areas of learning, e.g. literacy, numeracy, science, SEN or Early Years.</li> <li>• Use of other equipment technology – video, photocopier.</li> <li>• Well-developed interpersonal skills to be able to relate well to a wide range of people.</li> <li>• Work constructively as part of a team whilst being able to demonstrate initiative.</li> <li>• Good communication skills.</li> <li>• Effective use of ICT to support learning.</li> <li>• Willing to work towards NVQ Level 3 or recognised equivalent.</li> </ul>	APP/I
	<b>Behavioural Attributes</b> <ul style="list-style-type: none"> <li>• Customer focused.</li> <li>• Has a professional and respectful approach, which demonstrates support and shows mutual respect.</li> <li>• Can demonstrate active listening skills.</li> </ul>	APP / I

	<ul style="list-style-type: none"> <li>• Takes responsibility and accountability.</li> <li>• Committed to the needs of the pupils, parents and other stakeholders.</li> <li>• Demonstrates a positive attitude including suggesting solutions, participating, trusting and encouraging others and achieving expectations.</li> <li>• Is committed to the provision and improvement of quality service provision.</li> <li>• Is adaptable to change/embraces and welcomes change.</li> <li>• Is enthusiastic and decisive.</li> <li>• Communicates effectively.</li> <li>• Has the ability to learn from experiences and challenges.</li> <li>• Is committed to the continuous development of self and others by keeping up to date and sharing knowledge, encouraging new ideas, seeking new opportunities and challenges, open to ideas and developing new skills.</li> </ul>	
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#### MEASURED BY KEY:

APP = Application form      ASS = Assessment activities      I = Formal interview

In addition to candidates' ability to perform the duties of the post, the interview will explore issues relating to safeguarding and promoting the welfare of children including:

- Motivation to work with children and young people
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people
- Attitudes to the use of authority and maintaining discipline
- The post holder will be required to have an enhanced DBS check



If a disabled person meets the criteria indicated by the 'Two Ticks' symbol and provides evidence of this on their application form they will be guaranteed an interview.

**HH      03/02/2021**

Note This job description and person specification conforms to the Shaw Education Trust job evaluation standards and cannot be amended/updated without SET HR approval.