

Inclusion Support Assistant

Job Description

PURPOSE OF THE POST

To provide targeted academic, pastoral and intervention support for pupils with identified Special Educational Needs and Disabilities. The Inclusion Support Assistant will be assigned to a specific area of need:

- SEMH and Sensory Needs
- Communication and Interaction
- Cognition and Learning

The Inclusion Support Assistant will work closely with the Senco, Assistant Senco and outside agencies and families to ensure pupils receive appropriate support to enable them to make progress academically, socially and emotionally, including planning and teaching lessons for small groups of pupils.

DUTIES AND RESPONSIBILITIES

- Provide targeted small-group, and classroom support for students with a range of additional learning needs, including those with Education, Health and Care Plans (EHCPs).
- Adapt and create learning resources to ensure all students can access a broad, balanced, and inclusive curriculum.
- Support differentiated learning by modifying activities, tasks, and resources to meet individual learning needs and enable student progress.
- Build positive, professional relationships with students to promote wellbeing, self-esteem, confidence, and academic achievement.
- Support students through planned intervention programmes, inclusion strategies, and personalised learning plans to remove barriers to learning.
- Deliver evidence-based interventions and targeted support programmes under the guidance of teaching staff, the SENDCo, and other professionals where appropriate.
- Monitor, record, and provide constructive feedback on student progress, achievement, behaviour, and engagement to support ongoing assessment and development.
- Support the effective use of digital technologies, assistive technology, and ICT resources to enhance teaching, learning, and student independence.
- Work collaboratively with teachers, parents/carers, and external agencies to support student progress and wellbeing.
- Promote safeguarding, equality, diversity, inclusion, and positive behaviour in line with school policies and statutory guidance.
- Support students' social, emotional, and mental health needs, helping them to develop confidence, resilience, and positive relationships.
- Work under the direction of the SENDCO/Learning Support Team to support learning activities, pupil profiles, EHCP outcomes, and individual support plans.
- Establish positive relationships with parents and carers and contribute to meetings and communications regarding student progress when required.

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- Assist with the development, monitoring, and review of pupil profiles, support plans, and records for students with additional needs.
- Participate in training and professional development activities to develop knowledge and skills in SEND, inclusion, safeguarding, and effective support strategies.
- Support the supervision of students and promote positive behaviour in line with school policies and individual support plans.
- Maintain accurate and up-to-date records of student progress, interventions, attendance, behaviour, and support provided, as directed by SENDCo.
- Maintain student records, intervention logs, and other relevant information in accordance with school procedures and data protection requirements.
- Where necessary, support the administration and invigilation of examinations and assessments in accordance with school procedures and examination regulations.
- To support the development of inclusive classroom practice and adaptive teaching strategies across the school.
- To provide advice and guidance to staff regarding appropriate support strategies for pupils within the designated area of need.
- To support and run lunch time activities.
- To support extra-curricular activities, and school events.
- Be aware of and comply with school policies and procedures relating to child protection, health, safety and security, confidentiality and data protection. Report all concerns to the appropriate person (as named in the policy concerned).
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
- Contribute to the school ethos, aims and development.
- Appreciate and support the role of other professionals
- 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 directed lesson time, including before and after school and at lunchtime.
- Accompany teaching staff and pupils on visits, trips and out of school activities as required and take responsibility for a group under the supervision of a teacher.
- All other duties as required by the Headteacher Any other duties, from time to time, as determined by the Headteacher, or his, or her representative

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.

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Person Specification

CRITERIA	Experience, Qualifications and Training: On their application form, candidates will demonstrate that they have the following training, qualifications and school experience:	
ESSENTIAL	DESIRABLE	
<ul style="list-style-type: none"> • 2 X GCSE's in English & Maths or equivalent level of qualification. • Good literacy and numeracy skills. • Willingness to undertake further relevant training linked to the role. • Experience of working with young people aged 11 -16 yrs in a voluntary or professional capacity. • Experience of supporting pupils with SEND and/or additional needs • Experience of leading group activities and interventions. • Experience of working in an inclusive school/setting. • Understanding of safeguarding and child protection responsibilities. 	<ul style="list-style-type: none"> • First Aid Certificate/Willingness to undertake basic first aid. • Relevant SEND training linked to areas of need 	
CRITERIA	Ability, Skills and Knowledge: In their statement of suitability and during the selection process, candidates will demonstrate that they have the following ability, skills and knowledge:	
ESSENTIAL	DESIRABLE	
<ul style="list-style-type: none"> • Understanding of relevant legislation. • Understanding of external support services and multi-agency work. • Knowledge of how to assess pupils, plan and deliver targeted intervention. • An understanding of how to monitor progress and measure impact. • Knowledge of how to use a range of computer programs. • Understanding of relevant policies/codes of practice in behaviour management. • Understanding of the national curriculum requirements for the relevant Key Stage in order to give appropriate support and preparation to children. • Effective communication and interpersonal skills. 	<ul style="list-style-type: none"> • Knowledge and understanding of specific areas of SEND, including: <ul style="list-style-type: none"> • SEMH and Sensory Needs • Communication and Interaction • Cognition and Learning • Understanding of trauma-informed and relational approaches. • Experience of supporting pupils with EHCPs and contributing to APDR cycles. 	

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Person Specification

CRITERIA

Personal style and behaviour: In their statement of suitability and during the selection process, candidates will explain how they have they demonstrate their personal style and behaviour:

ESSENTIAL

DESIRABLE

- Commitment to promoting a culture of inclusion, respect and high expectations.
- Ability to monitor systems to evaluate, improve and measure progress.
- Demonstrate a commitment to promoting and achieving equal opportunities for students.
- Good communication skills to deal with both children and adults.
- Ability to build effective professional relationships and positively influence others
- Resilient, adaptable and able to respond effectively to the needs of vulnerable pupils.
- Commitment to safeguarding and promoting the welfare of children and young people.
- Ability to work collaboratively as part of a multi-disciplinary team.
- Ability to deliver objectives and targets within agreed timescales.
- Willingness to work outside of normal school hours when required.
- Ability to work as part of a team.
- Ability to identify own training and development needs.

Oak Learning Partnership is committed to safeguarding and promoting the welfare of children and young people in their care and expects everybody working for the organisation to share this commitment. To this end any offer of employment will be subject to safer recruitment checks and clearances.