

Inclusion Support Assistant

Normal place of work: Philips High School, although you may be required to work at any other school within the Trust.

Job Description

PURPOSE OF THE ROLE

Purpose and Objectives of Post:

To support all students including those with Special Educational Needs (SEN), to access learning, participate fully in school life, and make strong educational progress. Working under the guidance of the Learning Support Team, teaching and senior staff, the role involves supporting classroom learning, assisting with lesson preparation, adapting resources to meet individual needs, promoting students' social and educational development, and helping to maintain a positive and inclusive learning environment both within and outside the classroom.

DUTIES AND RESPONSIBILITIES

SUPPORT FOR THE PUPIL

- 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).
- Promote student independence, resilience, and engagement by implementing effective teaching and learning strategies tailored to individual needs.
- 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.

SUPPORT FOR THE TEACHER

- Support teachers and colleagues in implementing effective strategies to meet the needs of students with SEND and additional learning needs.
- Work under the direction of the SNDCO/Learning Support Team to support learning activities, pupil profiles, EHCP outcomes, and individual support plans.
- Liaise with the SENDCo, teaching staff, and external professionals, as directed, to support the implementation of recommendations and strategies for individual students.
- Establish positive relationships with parents and carers and contribute to meetings and communications regarding student progress when required.
- 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.
- Support the delivery of learning activities and intervention programmes.
- Monitor and report on students' participation, achievement, behaviour, and wellbeing using agreed school procedures.
- Observe students' responses to learning activities and interventions and provide feedback to teachers to support future planning.
- Provide clear and objective feedback to teachers on student progress, achievement, and any barriers to learning, ensuring appropriate records are maintained.
- Support organisation, and maintain learning resources, specialist equipment, and assistive technology as required to support student learning.
- Maintain student records, intervention logs, and other relevant information in accordance with school procedures and data protection requirements.
- Support assessment activities, including administering routine assessments, recording outcomes, and maintaining accurate records of student progress.
- Promote positive values, inclusion, equality, diversity, and respect, supporting students to take responsibility for their behaviour and learning.
- Assist teachers with routine classroom duties and provide flexible support to meet the needs of students and the school.
- Support the administration and invigilation of examinations and assessments in accordance with school procedures and examination regulations.

SUPPORT FOR THE CURRICULUM

- Undertake structured and agreed learning activities/learning programmes taking into consideration pupil learning styles. Adjust activities according to pupil responses/needs.

- Undertake programmes linked to local and national learning strategies eg. literacy, numeracy, KS3, KS4, recording achievements and progress and feeding back to the teacher.
- Support the use of ICT in learning activities and develop pupils' competence and independence in its use
- Prepare, maintain and use equipment/resources required to meet the lesson plans/relevant learning activity and assist pupils in their use.

SUPPORT FOR THE SCHOOL

- 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.
- Current First Aid Certificate or willing to complete in the first term
- 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.

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
<p>Level 2 Teaching Assistant qualification or equivalent qualification/experience.</p> <p>GCSE English and Mathematics at Grade 4/C or above (or equivalent).</p> <p>Experience of working with young people in a school, educational, youth work or childcare setting.</p> <p>Experience of supporting learning through one-to-one, small group or classroom-based activities.</p> <p>Effective use of ICT to support learning, including Microsoft Office and online learning platforms.</p> <p>Good literacy and numeracy skills.</p> <p>Understanding of safeguarding and child protection responsibilities.</p> <p>Current First Aid Certificate or willingness to undertake training.</p> <p>Understanding of inclusion and supporting students with a range of learning needs.</p>	<p>Experience of working within a secondary school setting.</p> <p>Experience of supporting students with SEND, SEMH needs or barriers to learning.</p> <p>Experience of delivering intervention programmes to support literacy, numeracy or wellbeing.</p> <p>Relevant training in SEND, behaviour support, mental health or safeguarding.</p> <p>Experience of supporting examination access arrangements.</p>
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
<p>Ability to work effectively as part of a team and follow the direction of teaching and pastoral staff.</p> <p>Ability to build positive and professional relationships with students, colleagues, parents and carers.</p>	<p>Knowledge of strategies to support students with SEND, communication difficulties, SEMH needs or physical disabilities.</p> <p>Understanding of restorative approaches and positive behaviour support.</p> <p>Knowledge of assistive technology and digital learning tools.</p>

<p>Ability to support students on a one-to-one basis, in small groups and within whole-class learning.</p> <p>Ability to promote student engagement, independence and confidence.</p> <p>Effective communication and interpersonal skills.</p> <p>Ability to manage behaviour positively and consistently in line with school policies.</p> <p>Ability to observe, record and provide feedback on student progress and wellbeing.</p> <p>Ability to adapt support to meet the needs of individual learners.</p> <p>Ability to maintain confidentiality and handle sensitive information appropriately.</p> <p>Good organisational skills and the ability to prioritise workload effectively.</p> <p>Commitment to equality, diversity and inclusion.</p> <p>Knowledge of safeguarding procedures and professional responsibilities when working with children and young people.</p>	<p>Knowledge of EHCPs and individual support plans.</p> <p>Understanding of the secondary curriculum and current educational practices.</p>
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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
<p>Commitment to supporting the achievement, wellbeing and personal development of all students through a highly inclusive educational approach.</p> <p>Commitment to safeguarding and promoting the welfare of children and young people.</p> <p>Positive, flexible and professional approach to work.</p> <p>Ability to remain calm, patient and resilient when working with young people.</p> <p>High standards of integrity, professionalism and confidentiality.</p>	<p>Experience of contributing to wider school activities and enrichment opportunities.</p> <p>Experience of supporting students with SEND, SEMH needs or other barriers to learning.</p> <p>Interest in developing specialist knowledge and skills in SEND to support inclusion and student wellbeing.</p> <p>Experience of contributing to enrichment activities and wider opportunities for students.</p>

Commitment to continuous professional development and learning.

A positive, flexible and solution-focused approach to supporting young people, promoting inclusion and removing barriers to learning.

Ability to remain calm, patient and resilient when working with students facing challenges.

Reliability, punctuality and a strong work ethic.

Commitment to supporting the school's values, ethos and culture.

Employees of Philips High School have a responsibility for, and must be committed to, safeguarding and promoting the welfare of children and young people and for ensuring they are protected from harm.