

# Inclusion Support Assistant (SEMH)

## Job Description

### PURPOSE OF THE POST

To support pupils with social, emotional and mental health (SEMH) needs, reducing the risk of suspension through early intervention, positive behaviour support, targeted intervention and effective reintegration strategies.

### DUTIES AND RESPONSIBILITIES

- Act as a key worker for a designated cohort of pupils accessing the Achievement Centre placement programme.
- Deliver targeted SEMH, behaviour and engagement interventions as part of a structured 6-week reintegration programme.
- Build positive and consistent relationships with pupils to support emotional regulation, wellbeing and readiness for learning.
- Develop, implement and review personalised support plans and reintegration targets for identified pupils.
- Support pupils to successfully reintegrate into mainstream lessons through planned transition and mentoring support.
- Monitor and track pupil behaviour, attendance, engagement and intervention outcomes throughout the programme and beyond.
- Use restorative and relational approaches to support positive behaviour and repair relationships following incidents or suspension.
- Work collaboratively with pastoral leaders, the SENDCo, teaching staff, parents/carers and external agencies to support pupil progress and reintegration.
- Support pupils within the Achievement Centre provision to maintain engagement with learning and school routines.
- Contribute to safeguarding, behaviour support and pastoral processes in line with school policy.
- Support the day-to-day running and development of the Achievement Centre provision.
- Contribute to the development and evaluation of SEMH, behaviour and reintegration strategies across the school.
- Support whole-school priorities linked to inclusion, attendance, behaviour and pupil wellbeing.
- Participate in relevant training and continued professional development linked to SEMH and inclusion.
- Contribute to meetings, reviews and communication with parents/carers and external professionals where appropriate.
- Undertake any other reasonable duties commensurate with the grade and responsibilities of the post.
- To maintain effective communication and positive working relationships with staff, pupils, parents/carers and external professionals.
- To follow school policies and procedures relating to communication, confidentiality and information sharing.
- To support and contribute to the school's safeguarding responsibilities and promote the welfare of children and young people at all times.

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- To work in line with the school's vision, values and priorities as outlined in the School Development Plan.
- To adhere to all school and Trust policies and procedures.
- To foster positive and respectful relationships with pupils, parents/carers and colleagues.
- To maintain high professional standards of attendance, punctuality, appearance and conduct.
- To undertake relevant Health and Safety training linked to the role and designated work areas.
- To support equality, diversity and inclusion across all aspects of school life.
- To uphold confidentiality and GDPR requirements in relation to pupil and family information.
- Any other duties, from time to time, as determined by the Head Teacher, or their representative which may be deemed to be responsible for a senior leadership role within the school, in consultation with the post holder.

*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

- 2 X GCSE's in English & Maths or equivalent level of qualification.
- 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, SEMH and/or additional needs
- Experience of leading group activities and interventions.
- Experience of working in an inclusive school/setting.

#### DESIRABLE

- First Aid Certificate / Willingness to undertake basic first aid.
- Relevant training linked to SEMH, behaviour, trauma-informed practice or inclusion
- Experience of working within an inclusion provision or alternative provision

### 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

- Understanding of safeguarding responsibilities and procedures.
- Understanding of SEMH needs and barriers to learning.
- Ability to build positive and consistent relationships with vulnerable pupils.
- Understanding of restorative, relational and trauma-informed approaches.
- Knowledge of positive behaviour support and de-escalation strategies.
- Ability to monitor, track and evaluate pupil progress, engagement and intervention outcomes.
- Strong communication and interpersonal skills.
- Ability to work collaboratively with staff, families and external agencies.
- Understanding of inclusive practice and strategies to support pupil engagement.
- Ability to remain calm, resilient and solution-focused in challenging situations.

#### DESIRABLE

- Knowledge of attendance, behaviour and safeguarding processes within schools.
- Understanding of alternative provision and reintegration pathways.
- Knowledge of behaviour analysis and intervention strategies.
- Experience of supporting pupils at risk of suspension or persistent absence.

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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

- 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 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.