

Post Title	Grade
Inclusion Support Assistant	NJC Grade 4

Statement of Purpose

To work under the direct instruction of teaching staff, usually in the classroom with the teacher. Provide specific support to the teacher in the care of pupils and management of the classroom, mainly based in KS1 and EYFS. Work may be carried out in the classroom or outside the main teaching area. Assist teachers in the following:

Support to Pupils

- Provide pastoral support to pupils within the school environment.
- Assist children in matters of personal needs and their general health including first aid and welfare matters.
- 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.
- Involvement in the implementation of Individual Education/Behaviour/Support/Mentoring plans.
- 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.
- Delivering phonics and other interventions, having the ability to accelerate progress.

Support to Teacher

- To cover classes during teacher absence.
- To cover weekly PPA sessions.
- 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.
- Assist in maintaining classroom discipline through the implementation of the schools behaviour management strategies.
- Provide support to pupils to achieve learning goals, e.g. guided reading.
- Supervise pupils for a particular curriculum activity under the supervision and guidance of a qualified teacher.
- Assist the teacher with the planning of learning activities.
- Assist the teacher in monitoring pupils' responses to learning activities and accurately record achievement/progress as directed.
- Co-ordinate and organise pupils attending extra curricular activities/work experience or other out of school activities under guidance of teacher.
- Provide detailed and regular feedback to teachers on pupils' achievement, progress, problems etc.
- Provide general admin support, for classroom activities e.g. produce worksheets for agreed activities etc.

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Support to Curriculum

- To provide support in English/Maths/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.
- To deliver intervention programmes.

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.

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Person Specification - Inclusion Support Assistant.

Essential Criteria	Measured By
Experience <ul style="list-style-type: none"> Supporting children's learning in a school. 	AF/I
Qualifications/Training <ul style="list-style-type: none"> Good numeracy/literacy skills. NVQ 3 (Essential) First aid training as appropriate (e.g. emergency first aid course) (Desirable). Knowledge of Safeguarding/Keeping Children Safe in Education (Essential for post commencement) 	AF AF/I AF AF
Knowledge/Skills <ul style="list-style-type: none"> Understanding of relevant policies/codes of practice. Good understanding of areas of learning, e.g. literacy, numeracy, science, SEN or Early Years. Evidence of leading interventions. Well-developed interpersonal skills to be able to relate well to a wide range of people. Work constructively as part of a team whilst being able to demonstrate initiative. Good communication skills. Effective use of ICT to support learning. 	AF/I /A
Behavioural Attributes <ul style="list-style-type: none"> Has a friendly yet professional and respectful approach which demonstrates support and shows mutual respect. Open, honest and an active listener. Takes responsibility and accountability. Committed to the needs of the pupils, parents and other stakeholders and challenge barriers and blocks to providing an effective service. Demonstrates a "can do" attitude including suggesting solutions, participating, trusting and encouraging others and achieving expectations. Is committed to the provision and improvement of quality service provision. Is adaptable to change/embraces and welcomes change. Acts with pace and urgency being energetic, enthusiastic and decisive. Communicates effectively. Has the ability to learn from experiences and challenges. 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. 	AF/I

AF - Application form

A – Assessment

I – Interview