



Inclusion Support Coordinator

Beverley School
Saltersgill Avenue
Middlesbrough
TS4 3JS
Tel: 01642 811350
Email: office@beverleyschool.org.uk

Head Teacher: Katie Haycock

Salary: NJC G12 – G15 (£23,453 – £24,623)

Hours: 34 hours per weeks/term time only

Required: As soon as possible

Contractual Status: Permanent and fixed term available

Are you passionate about making a positive difference to the lives of autistic children and young people?

We are seeking a highly motivated, resilient and flexible **Inclusion Support Coordinator** to join our dedicated team.

This is a unique and rewarding role that combines specialist student support with the ability to provide flexible cover and assistance across all pathways within the school. The successful candidate will work closely with teachers, pathway leaders and the wider multidisciplinary team to ensure that students receive consistent support and that learning continues seamlessly throughout the school day.

The role involves supporting autistic students who may also have learning, communication, sensory, physical, emotional or behavioural needs. A key aspect of the post is providing targeted support for students who require additional assistance with emotional regulation, engagement and behaviour, helping them to access learning successfully and positively.

The Inclusion Support Coordinator will respond to emerging needs across the school, providing support where it is most needed. This may include working with individual students, supporting classes experiencing additional challenges, providing behaviour support, facilitating interventions, and covering classes during planned or unplanned staff absence to ensure continuity of provision.

This position requires an individual who is adaptable, proactive and highly organised, with the confidence to build positive relationships across the school community. No two days will be the same and flexibility is essential.

The ideal candidate will:

- Have substantial experience working with autistic children and young people and/or students with additional needs.
- Have experience supporting students with behaviour, emotional regulation and engagement.
- Be confident working across different pathways, age groups and curriculum areas.

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- Be able to build positive relationships and establish trust quickly with students and staff.
- Demonstrate strong communication, organisation and problem-solving skills.
- Be flexible, adaptable and able to respond positively to changing priorities throughout the day.
- Have a calm, consistent and solution-focused approach.
- Be committed to inclusion, safeguarding and promoting positive outcomes for all students.
- Be willing to undertake further specialist training relevant to the role.

Why Join Us?

- Make a genuine difference to the lives of autistic children and young people.
- Take on a varied and rewarding role at the heart of school life.
- Work alongside a skilled, supportive and collaborative team.
- Access ongoing training and professional development opportunities.
- Be part of a school community that values inclusion, respect and high aspirations for every student.

For further information, please call the school office or visit our website: **beverleyschool.co.uk**

Please return completed applications by email to **office@beverleyschool.org.uk** or hand them in to the school office.

Beverley School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Safer recruitment practice and pre-employment checks will be undertaken before any appointment is confirmed. This post is subject to an Enhanced Disclosure and Barring Service (DBS) check.

Visits to school are welcomed on **Thursday 8th of October, at 15:30 and Monday 12th of October, at 15:30**. Please contact the school office to express your wish to attend.

Closing Date: 15th October 2026

Interview Date: 22nd October 2026

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Job Description - Inclusion Support Coordinator Job Purpose

To provide flexible, specialist inclusion and behaviour support across all pathways, helping autistic students to remain safe, regulated, engaged and able to access learning. The postholder will respond to changing needs throughout the school day and provide planned or responsive class cover so that classes can continue to operate safely and smoothly.

Working under the direction of teaching staff and school leaders, the Inclusion Support Coordinator will use specialist knowledge, sound professional judgement and a calm, consistent approach. The role requires a high level of flexibility, as deployment may change during the day according to student need, staffing requirements and the operational needs of the school.

Key Responsibilities

Inclusion and Behaviour Support

- Provide targeted support for autistic students who require additional help with emotional regulation, behaviour, engagement, communication or transitions.
- Respond promptly and calmly when additional support is requested across the school, following agreed procedures and individual student plans.
- Use positive, proactive and low-arousal approaches to reduce barriers to learning and support students to return to purposeful activity.
- Build constructive relationships with students, maintaining high expectations while responding sensitively to individual need.
- Support the implementation and review of EHCP outcomes, Positive Behaviour Care Plans, risk assessments, communication plans and regulation strategies.
- Observe patterns of need and provide objective, accurate feedback to teachers and leaders to support planning and review.
- Promote inclusion, dignity, independence, wellbeing and positive participation in all aspects of school life.

Flexible Class Cover and Continuity

- Provide planned and responsive cover across pathways, following the teacher's planning and agreed learning programmes.
- Supervise classes or groups for agreed periods, maintaining established routines, expectations and support strategies.
- Adapt quickly to different pathways, classes, age groups, curriculum approaches and levels of student need.
- Ensure that relevant information is obtained before providing cover, including learning intentions, student support needs, safeguarding information and class routines.
- Maintain a purposeful, orderly and supportive learning environment so that teaching, learning and care continue seamlessly.
- Provide clear handover information to the class teacher, pathway lead or other appropriate colleague following cover.

Support for Teaching and Learning

- Implement agreed learning activities and specialist interventions for individuals and groups.
- Adjust support in response to students' communication, sensory, physical, emotional and learning needs.
- Monitor students' responses to learning and accurately record achievement, engagement, progress and significant concerns as directed.
- Use specialist communication approaches, resources, technology and equipment in line with training and individual plans.
- Provide feedback that helps teachers evaluate and adjust learning and support arrangements.
- Promote students' independence, choice, self-advocacy and responsibility wherever appropriate.

Cross-Pathway Working

- Work collaboratively with teachers, pathway leads, specialist teaching assistants, therapists and other professionals.
- Develop a working knowledge of the approaches, routines and expectations used across the school's pathways.
- Share relevant observations and information professionally, maintaining confidentiality and appropriate boundaries.
- Support consistent implementation of school-wide approaches to behaviour, regulation, communication and inclusion.
- Contribute positively to a culture of teamwork, flexibility and shared responsibility.

Safety, Care and Wellbeing

- Promote students' safety and wellbeing at all times and report concerns through the correct safeguarding procedures.
- Support personal care, medical, mobility or physical needs where required, in accordance with agreed plans, training and school procedures.
- Follow risk assessments, behaviour support plans and agreed physical intervention procedures where trained and authorised to do so.
- Record and report incidents, concerns and relevant information accurately and promptly.
- Support students during transitions, social times, lunchtime, visits and activities outside the classroom as required.

Support for the School

- Follow all school policies and procedures relating to safeguarding, child protection, health and safety, security, confidentiality and data protection.
 - Contribute to the overall ethos, aims and work of the school and promote equality, inclusion and respect.
 - Attend relevant meetings, briefings, training and professional development activities.
 - Support the preparation, organisation and maintenance of safe, tidy and well-resourced learning environments.
 - Accompany students on visits, trips and off-site activities where required.
- Undertake other duties that are consistent with the nature and level of the role and may reasonably be required in exceptional or emergency circumstances.

Accountability and Scope

The postholder will be deployed according to the needs of the school and will work under the direction of the appropriate teacher, pathway lead or senior leader. Class cover will be undertaken

within agreed arrangements, with suitable planning and information provided. The role does not replace the professional responsibilities of a qualified teacher.

Person Specification - Inclusion Support Coordinator

Area	Criteria	Status
Experience	- Substantial experience of working with autistic children or young people and/or learners with significant additional needs. - Experience of supporting behaviour, emotional regulation, engagement and access to learning. - Experience of working effectively as part of a multidisciplinary or school-based team.	Essential
Experience	- Experience of working across different classes, pathways, age groups or curriculum areas. - Experience of providing planned class or group cover. - Experience of contributing to EHCP outcomes, Positive Behaviour Care Plans or similar individual support plans.	Desirable
Qualifications and Training	- Very good literacy and numeracy skills, equivalent to Level 2 or GCSE grade C/4 or above. - Relevant Level 3 teaching assistant, education, care or support qualification, or equivalent relevant experience. - Commitment to continuing professional development.	Essential
Qualifications and Training	- Training in autism-specific practice, positive behaviour support, communication, emotional regulation or safeguarding. - Appropriate first aid or emergency training.	Desirable
Knowledge	- Understanding of autism and how communication, sensory processing, anxiety, emotional regulation and learning needs may affect engagement and behaviour. - Understanding of safeguarding, confidentiality, equality and professional boundaries. - Knowledge of proactive, positive and low-arousal approaches to behaviour support.	Essential

	• Understanding of the importance of consistency, predictable routines and person-centred support.	
Skills and Abilities	• Ability to build positive relationships quickly with students and colleagues. • Ability to remain calm, consistent and solution-focused in challenging situations. • Ability to work flexibly across pathways and adapt to changing priorities throughout the day. • Ability to follow planning, individual support arrangements and school procedures. • Ability to supervise classes or groups confidently within agreed arrangements. • Ability to observe, record and communicate information objectively and accurately. • Ability to organise workload, use initiative appropriately and seek guidance when required. • Ability to work constructively as part of a team while also working independently when appropriate.	Essential
Personal Qualities	• Flexible, adaptable and willing to be deployed where support is most needed. • Caring, patient, resilient and approachable. • Reliable, punctual and well organised. • Professional, discreet and able to maintain confidentiality. • Committed to inclusion, safeguarding and high aspirations for every student. • Reflective and willing to learn from feedback and training.	Essential

Safeguarding

Beverley School is committed to safeguarding and promoting the welfare of children and young people. The successful applicant will be expected to share this commitment and will be subject to appropriate pre-employment checks, including an Enhanced Disclosure and Barring Service (DBS) check.