**JOB DESCRIPTION**

**INCLUSION SUPPORT**

**Point Range:** **CLPT01 to CLPT04**

**JOB PURPOSE**

Support SLT to maintain the quality of teaching, behaviour and safety to ensure student attainment is outstanding and pastoral care provision meets the needs of all students.

Adopt a range of strategies, in line with the RVC policy and procedures to establish a purposeful learning environment where behavioural and emotional needs are met and good behaviour is promoted.

Contribute to the planning of opportunities for pupils to learn in a variety of settings in accordance with RVC policies and procedures.

To manage, develop and monitor a caseload of students offering weekly 1:1’s and being main point of contact for parents and other key services.

Supporting teachers in supervising and facilitating the emotional and educational development of the students during the school day which will include before and after school and break/lunch times

Concise record keeping and identification of safeguarding issues with appropriate referral to external agencies in liaison with the Lead DSL undertaking the role of the DDSL as required.

Forming productive working relationships with other agencies to ensure swift and easy signposting and referral for young people and families.

Develop and implement strategies to help young people repair and rebuild following periods of conflict, promoting restorative approaches and engaging family members and other relevant parties

Support the early identification of potential barriers to the student’s success and advocate and mediate to resolve them.

**WORK CONTEXT**

Riversides School covers pupils from KS 2, 3 and 4. This role is based at two campus and may be expected to undertake home visits and meetings offsite.

**REPRESENTATIVE ACCOUNTABILITIES**

Support delivery  
• Assist with the delivery of relevant schemes of work, delivery and assessment.  
• Deliver a range of operational support for existing systems or processes to agreed standards, to maximise quality of teaching & learning.  
• Support more senior staff in classroom management and behaviour techniques.  
  
Planning & Organising  
• Plan and prioritise own work activities for the weeks ahead, to ensure operational efficiency. Respond effectively to changing demands, adjusting priorities as needed.  
  
Policy and Compliance  
• Assist with work in a relevant technical or regulatory area in order that statutory and policy compliance is maintained.  
  
Work with others  
• Respond to and resolve enquiries and problems, judging when to pass on complex issues or involve others, to provide an effective support and clear advice to colleagues and customers.  
• Report any concerns, problems or incidents, e.g. safeguarding, behaviour in accordance with relevant reporting procedures.   
• Communicate and liaise with service users and/or external contacts, representing the team/service as required.  
  
Duties for all  
Values: To uphold the values and behaviours of the organisation.

Equality & Diversity: To work inclusively, with a diverse range of stakeholders and promote equality of opportunity.

Health, Safety & Welfare: To maintain high standards of Health, Safety and Welfare at work and take reasonable care for the health and safety of themselves and others.

The Core National Standards for Supporting Teaching & Learning: To understand and carry out role in line with agreed standards, expectations & qualifications.

Contribute to and influence children’s learning and personal development.

To have regard to and comply with safeguarding policy and procedures.

**EDUCATION, KNOWLEDGE, SKILLS & ABILITIES**

• Competent in a range of IT tools.   
• Good written and oral communication skills with the ability to build sound relationships with pupils and staff  
• Able to prioritise and plan own workload in the context of conflicting priorities and work on own initiative.  
• A methodical approach to tasks, recording and reporting.  
• Typically previous work experience in a relevant environment.

**DETAILS OF THE SPECIFIC QUALIFICATIONS AND/OR EXPERIENCE**

• Experience or working within a school or similar setting

• Experience of working with pupils, children and families

• Knowledge and understanding of child development, behaviour and the impact of trauma

• Knowledge of referral routes and how to raise concerns

• Satisfactory DBS clearance is required

• In depth knowledge of the complex issues young people face

**ROLE SUMMARY**

Roles at this level typically provide specialist support. Many will possess technical rather than professional expertise in the main disciplines. Although most work will follow established patterns, initiative is needed to handle processes and resolve problems and behaviour based on experience and judgement, mainly without reference to others. These roles may work alone instead of as part of a team.

**QUALIFICATIONS REQUIRED**

No specific qualification required

**SUPERVISORY RESPONSIBILTY**

None