

**THE CHERWELL SCHOOL**  
***Opportunity, Responsibility, Excellence***

**Inclusion Teacher**

**Job Description**

**Responsible to:** Assistant Headteacher (Inclusion)/SENCO

**Salary Scale:** Grade 8

**Working Time:** 30 hours per week, term time only

**Job Purpose:**

- To provide targeted interventions and mentoring for a pupil with Social, Emotional and Mental Health (SEMH) needs arising from their Special Educational Needs (SEN).
- Establishing therapeutic relationships with pupils and interacting with them according to their individual needs.
- Developing a holistic approach that enables learners to make progress by working with school staff, parents and external agencies.

**TASKS:**

**Support for Students**

**For the named Student:**

- To assess the needs of the student and use detailed knowledge and specialist skills to support their learning in the classroom and 1:1 as appropriate.
- To access and develop a range of learning experiences outside the classroom in response to the named student's interests and enthusiasms.
- To deliver targeted interventions, one to one or in small groups, to provide opportunities to develop the named student's social awareness and help them to self-regulate.
- To help the student develop resilience and independence – forming positive relationships with staff and peers.
- To establish productive working relationships with the student, acting as a role model and setting high expectations.
- To promote the inclusion and acceptance of the named student within the classroom.
- To promote independence and employ strategies to recognise and reward achievement of self-reliance.
- To provide feedback to the student in relation to progress and achievement.
- To provide mediation opportunities between the student and other teachers/staff.

**For a group of students, to include the named student:**

- Liaise with Inclusion and Safeguarding teams to identify students in need of support who could join relevant groups with the named student.
- Deliver training and sharing of best practice to other school staff.
- Support students consistently whilst recognising and responding to their individual needs.
- Encourage students to interact and work co-operatively with others and engage groups of students in activities.

### **Support for Teachers**

- Liaise and co-ordinate with teaching staff to support named student in order to improve progress and attitude to learning and to provide strategies which they can implement to overcome barriers to learning.
- Assist with the planning of learning activities to ensure maximum inclusion.
- Promote good student behaviour, dealing promptly with conflict and incidents in line with established policy and encourage students to take responsibility for their own behaviour.
- Establish supportive relationships with parents and carers and attend meetings as needed.
- Work within an established discipline policy to manage appropriate adjustments for SEN, and to anticipate and manage behaviour constructively, promoting self-control and independence.
- Supporting the role of parents in the named student's learning and contribute to/lead meetings with parents to provide constructive feedback on pupil progress/achievement etc.

### **Support for the Curriculum**

- Deliver learning activities to students within agreed system of supervision, adjusting activities according to pupil responses/needs.
- Use ICT effectively to support learning activities and develop pupils' competence and independence in its use.
- Select and prepare resources necessary to lead learning activities, taking account of pupils' interests and language and cultural backgrounds.
- Advise on appropriate deployment and use of specialist aid/resources/equipment.

### **Support for the School**

- To track the progress of students with SEMH needs using the available data and monitor the impact of interventions.
- Comply with and assist with the development of policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting concerns to an appropriate person.
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
- Contribute to the overall ethos/work/aims of the school.
- Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils.
- Take the initiative as appropriate to develop appropriate multi-agency approaches to supporting pupils.
- Recognise own strengths and areas of specialist expertise and use these to lead, advise and support others.
- Deliver out of school learning activities within guidelines established by the school.
- Contribute to the identification and execution of appropriate out of school learning activities which consolidate and extend work carried out in class.
- To seek to develop the values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs within the school community.
- To contribute fully to the school's safeguarding policy and procedures and attend regular safeguarding training.
- Attend and participate in relevant meetings as required.
- Participate in training and other learning activities and performance development as required.

### **Mental Health and Wellbeing**

- To carry out safeguarding duties and promote children's wellbeing in accordance with school guidelines.
- To work with the Senior Leadership Team (SLT) in setting a culture within the school that supports the mental health and wellbeing of all members of the community as described in the school's Mental Health and Wellbeing Policy.
- Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.

Notes:

- Whilst every effort had been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.
- Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

The Cherwell School and the River Learning Trust are committed to safeguarding and promoting the welfare of all children and preventing extremism; all staff must ensure that the highest priority is given to following the guidance and regulations to safeguard children and young people. The successful candidate will be required to undergo an Enhanced Disclosure from the Disclosure and Barring Service (DBS) and obtain any other statutorily required clearance. Employment will also be conditional on the receipt of at least two acceptable references (1 from current/latest employer) and evidence of the formal qualifications required for the role.

*January 2021*