



## Inclusion Teacher

**Responsible to:** Assistant Headteacher

**Liaison with:** Staff, students, parents and other external agencies

### Job Purpose

- Support learners in the inclusion room and support the team of staff who manage the behaviour and wellbeing of learners.
- To Support the wider school behaviour systems and interventions
- To provide support and interventions for small groups of students
- To foster positive working relationships between students and staff
- Promote inclusion and diversity in school

### Duties

Support learners in the inclusion room with their learning

- Set high expectations for behaviour and support learners with understanding how to regulate their behaviour.
- Create learning resources for learners who have been allocated time in the inclusion area.
- Provide support and guidance for learners to aid their understanding of the work set
- To complete feedback and reports on learners working in the inclusion room
- Communicate areas of success and concerns with parents, careers and the wider pastoral team
- Supervise students on their break/lunchtime within the inclusion room and escort them to and from outside areas
- Deliver subject specific content to support wider learning in lessons

To support the wider school behaviour systems and interventions and provide support and interventions for small groups of students

- Become proficient in using relevant online platforms to support learners
- To complete observations on students within lessons in accordance with school policy
- To deliver intervention programs and restorative meetings under the supervision of the inclusion manager as appropriate

Support the team of staff who manage the behaviour and wellbeing of learners.

- Support/mentor learners on report
- Contribute to the work of the pastoral team, as directed, to develop the school's ethos and achieve the school's aims.

The duties above are neither exclusive nor exhaustive and the post holder may be required by the Headteacher to carry out appropriate duties within the context of the job, skills and grade

## PERSON SPECIFICATION

General heading	Detail	Examples
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<b>Qualifications &amp; Experience</b>	Specific qualifications & experience	<ul style="list-style-type: none"> <li>• Degree or equivalent</li> <li>• QTS</li> <li>• Professional training in behaviour management</li> <li>• Successful experience working with children in a professional setting</li> </ul>
	Knowledge of relevant policies and procedures	<ul style="list-style-type: none"> <li>• Being aware of and working with the school policies in relation to inclusion, child protection and physical contact with pupils, as well as other applicable regulations and guidance</li> </ul>
	Technology	<ul style="list-style-type: none"> <li>• Good working knowledge of ICT to support learning and performance of own role</li> </ul>
<b>Communication</b>	Written	<ul style="list-style-type: none"> <li>• Ability to write reports, complete returns and write complex letters</li> </ul>
	Verbal	<ul style="list-style-type: none"> <li>• Ability to use clear language to communicate information unambiguously</li> <li>• Ability to listen effectively</li> </ul>
	Negotiating	<ul style="list-style-type: none"> <li>• Ability to negotiate effectively with adults and children</li> </ul>
<b>Working with children</b>	Behaviour management	<ul style="list-style-type: none"> <li>• Ability to demonstrate effective implementation of the school's behaviour management policy</li> </ul>
	SEN	<ul style="list-style-type: none"> <li>• Ability to demonstrate that you encourage the inclusion of pupils with emotional and/or behavioural difficulties in a mainstream setting</li> </ul>
	Curriculum	<ul style="list-style-type: none"> <li>• Good understanding of the school curriculum</li> <li>• Good working knowledge of specialist curriculum area(s) if appropriate</li> </ul>
	Child development	<ul style="list-style-type: none"> <li>• Good understanding of child development</li> <li>• Ability to assess progress and performance and recommend appropriate strategies to support development</li> </ul>
	Health & wellbeing	<ul style="list-style-type: none"> <li>• Understand and support the importance of physical and emotional wellbeing</li> </ul>
<b>Working with others</b>	Working with partners	<ul style="list-style-type: none"> <li>• Ability to support teacher/practitioner to set up a positive learning environment for the children you have worked with</li> <li>• Ability to make a proactive contribution to the work of the team supporting children, their families and carers</li> </ul>

	Relationships	<ul style="list-style-type: none"> <li>• Ability to establish rapport and respectful and trusting relationships with children, their families and carers and other adults</li> </ul>
	Team work	<ul style="list-style-type: none"> <li>• Ability to work effectively with a range of adults</li> <li>• Influences the attitudes and opinions of others as required, gaining their agreement through persuasion to ideas, proposals and courses of action</li> </ul>
	Information	<ul style="list-style-type: none"> <li>• Contribute to the development and implementation of effective systems to share information</li> </ul>
<b>Responsibilities</b>	Organisational skills	<ul style="list-style-type: none"> <li>• Good organisational skills</li> <li>• Ability to remain calm under pressure</li> </ul>
	Line management	<ul style="list-style-type: none"> <li>• Ability to manage and support the work of others, as required and appropriate</li> </ul>
	Time management	<ul style="list-style-type: none"> <li>• Ability to manage own time effectively</li> <li>• Ability to meet deadlines</li> </ul>
	Creativity	<ul style="list-style-type: none"> <li>• Demonstrate creativity and an ability to resolve problems independently</li> </ul>
<b>General</b>	Equalities	<ul style="list-style-type: none"> <li>• Awareness of and promotion of equality</li> </ul>
	Health & safety	<ul style="list-style-type: none"> <li>• Good understanding of health &amp; safety</li> </ul>
	Child protection	<ul style="list-style-type: none"> <li>• Good understanding and effective implementation of child protection procedures</li> </ul>
	Confidentiality/data protection	<ul style="list-style-type: none"> <li>• Understand and comply with procedures and legislation relating to confidentiality</li> </ul>
	CPD	<ul style="list-style-type: none"> <li>• Demonstrate a clear commitment to develop and learn in the role</li> <li>• Ability to effectively evaluate own performance</li> </ul>