

GRADE:	NJC Grade 6 (Point 9-12)
ACCOUNTABLE TO:	Deputy Head Inclusion / Inclusion Advisors / HLTAs
RESPONSIBLE FOR:	

MAIN PURPOSE

To work as part of a team whose focus is to reduce permanent exclusions and promote the inclusion of vulnerable and challenging young people across the County.

Assist in the educational, social and emotional development of pupils under the direction and guidance of teaching staff.

To provide support for pupils inside and outside of the classroom enabling them to fully participate.

Contribute to the development of a safe and stimulating learning environment.

KEY ACCOUNTABILITIES

1. To provide support for essential skills, social and emotional development
2. Receive and supervise pupils excluded from, or otherwise not working to, a normal timetable
3. Attend to pupils' personal needs and provide advice to assist in their social, health and hygiene development
4. Participate in comprehensive assessment of pupils to determine those in need of particular help
5. Assist the teacher with the development and implementation of supportive strategies including Individual Education/Behaviour/Support/Mentoring plans
6. Prepare and maintain relevant resources and equipment
7. Support provision for pupils identified as being vulnerable and challenging.
8. Establish productive working relationships with pupils and stakeholders, acting as a role model
9. Monitor and record pupils' responses to learning activities and feedback.
10. Develop 1:1 mentoring arrangements with pupils and provide support for distressed pupils
11. Promote the speedy/effective transfer of pupils across phases/integration of those who have been absent
12. Provide information and advice to enable pupils to make choices about their own learning/behaviour/attendance
13. Challenge and motivate pupils, promote and reinforce self-esteem
14. Provide feedback to pupils, and other stakeholders in relation to progress, achievement, behaviour, attendance, etc.



15. Be able to prioritise and manage time effectively, particularly in relation to minimizing the amount of time spent travelling





SUPPORT FOR TEACHER

16. Liaise with feeder schools and other relevant bodies to gather pupil information
17. Support pupils' access to learning using appropriate strategies, resources, etc.
18. Work with other staff in planning, evaluating and adjusting learning activities as appropriate
19. Monitor and evaluate pupils' responses and progress against action plans through observation and planned recording
20. Provide objective and accurate feedback and reports as required, to other staff on pupils' achievement, progress and other matters, ensuring the availability of appropriate evidence
21. Be responsible for keeping and updating records as agreed with other staff, contributing to reviews of systems/records as requested
22. Assist in the development and implementation of appropriate behaviour management strategies
23. Establish constructive relationships with parents/carers, exchanging information, facilitating their support for their child's attendance, access and learning and supporting home to school and community links
24. Assist in the development, implementation and monitoring of systems relating to attendance and integration
25. Clerical/admin support e.g. dealing with correspondence, compilation/analysis/reporting on attendance, exclusions etc., making phone calls, etc.

SUPPORT FOR THE CURRICULUM

26. Implement agreed learning activities/teaching programmes, adjusting activities according to pupil responses/needs
27. Be aware of and appreciate a range of activities, courses, organisations and individuals to provide support for pupils to broaden and enrich their learning
28. Determine the need for, prepare and use specialist equipment, plans and resources to support pupils

GENERAL

-  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
-  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



- ✿ Attend relevant meetings as required, thus contributing to the overall ethos/work/aims of the school
- ✿ Participate in training and CPD, as required
- ✿ Recognise own strengths and areas of expertise and use these to advise and support others
- ✿ Assist in the supervision, training and development of staff
- ✿ Supervise pupils on visits, trips and out of school activities as required
- ✿ To present a positive personal image, contributing to a welcoming college environment, which supports equal opportunities for all

Signed: (Post holder) Date:

Signed: (Line Manager) Date:

The particular duties assigned to this post are set out above but should not be regarded as exclusive or exhaustive. There will be other duties and requirements associated with your job and, in addition, as a term of your employment you may be required to undertake various other duties as may reasonably be required. These duties may be reviewed and amended in consultation with the post holder in light of any changes in the requirements and priorities within the school. Such variations are a common occurrence and cannot of themselves justify a re-grading of the post.



PERSON SPECIFICATION

Qualifications and Knowledge

- ✦ A good standard of education across a range of subjects
- ✦ GCSE (or equivalent) pass at Grade C or above in English and Mathematics
- ✦ NVQ 3 for Teaching Assistants or equivalent qualification or experience

Experience

- ✦ Experience of and an interest in working with young people of the relevant age
- ✦ Experience of working with challenging and/or disaffected young people
- ✦ Experience in a school environment
- ✦ Experience of multi-agency working

Skills and Abilities

- ✦ Understanding of principles of child development and learning processes and in particular, barriers to learning
- ✦ Ability to plan effective actions for pupils at risk of underachieving
- ✦ Confident to work within a range of subject areas
- ✦ Confident to work in a range of schools and settings with a variety of professionals
- ✦ Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these
- ✦ An ability to work with pupils, colleagues and parents with a high level of professionalism
- ✦ Committed to enabling pupils to improve literacy and numeracy levels
- ✦ Able to manage conflict and deal positively with challenging behaviour
- ✦ An ability to maintain focus in challenging circumstances
- ✦ Good organizational skills in order to arrange events/courses with limited guidance
- ✦ Good communication and interpersonal skills
- ✦ Ability to maintain confidentiality and deal with sensitive issues effectively
- ✦ Committed to further development of skills through CPD/training etc.
- ✦ IT literate and confident in use of new technologies.

Equalities

- ✦ To be able to demonstrate a commitment to the principles of Equalities and to be able to carry out duties in accordance with the Council's Equalities Policy

Other Requirements

- ✦ Able to move between locations across West Sussex

