

Level 3 Behaviour and Inclusion Support Assistant

Grade 3

1. Job Purpose

- 1.1 To work across classes to support pupils' behaviour, regulation, engagement, and access to learning
- 1.2 Provide consistent, proactive regulation support, working collaboratively with teaching staff, pastoral colleagues, and external professionals where appropriate.

2. Key Responsibilities

2.1 Behaviour & Regulation Support

- Provide targeted support for students needing additional help with emotional regulation and behaviour.
- Use proactive, therapeutic, and relationship-based approaches to reduce barriers to learning.
- Implement support plans, strategies, and de-escalation approaches in line with school policy.
- Assist students in developing self-regulation skills, social communication, and positive routines.
- Contribute to restorative practice following incidents.

2.2 Working Across Classes

- Work flexibly across multiple classes, responding to changing needs and priorities.
- Support teachers in implementing adapted learning and behaviour support strategies for a wide range of needs.
- Build strong, trusting relationships with pupils while maintaining professional boundaries.

2.3 Supporting Learning

- Contribute to creating a safe, positive, and structured learning environment that promotes wellbeing and engagement.

- Support pupils in accessing a differentiated curriculum, life skills, and communication-focused learning, reflecting the school's core provision.
- Work one-to-one or with small groups to reinforce learning and regulation strategies.
- Support students with EHCP outcomes and their personalised learning goals.
- Promote independence, engagement and self-regulation.

2.4 Communication & Teamwork

- Communicate effectively with children, staff, and families (an essential expectation of all Level 3 practitioners).
- Participate in team discussions to contribute to personalised plans for pupils.
- Maintain accurate records as required, contributing to reviews and monitoring processes.

2.5 Professional Responsibilities

- Participate in regular training sessions in line with the school's CPD calendar (e.g. Team Teach, autism training).
- Engage in supervision and reflective practice.
- Support whole-school positive behaviour culture.

2.6 Safeguarding and Welfare

- Provide a safe, nurturing and trauma-informed environment.
- Maintain vigilance regarding safeguarding and child protection.
- Report concerns in line with statutory guidance.
- Support students during unstructured times.

3. Supervision Received

Supervising Officer's Job Title: Line Manager

3.1 Level of supervision:

~~1. Regularly supervised with work checked by supervisor~~

2. ~~Left to work within establishment guidelines subject to scrutiny by supervisor~~

3. Plan own work to ensure the meeting of defined objectives

4. **Supervision Given** (excludes those who are indirectly supervised i.e. through others)

Post Title	Grade	No of Posts	Level of Supervision (as in 3.2 above)

5. **Special Conditions**

5.1 None

Person Specification

Method of Assessment (MOA)

AF Application Form	C Certificate	I Interview	T Test or Exercise	P Presentation
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Criteria	Essential	MOA
Education/Qualifications NB: Full regard must be paid to overseas qualifications.	GCSE's in English and Mathematics at grade A*-C or equivalent Level 3 qualification or similar	AF/C
Experience Relevant work and other experience	Experienced in supporting children or young people with SEND, SEMH, ASD, or communication needs	
Skills & Ability e.g. written communication skills, dealing with the public etc.	Delete if not applicable *An ability to fulfil all spoken aspects of the role with confidence using the English Language as required by Part 7 of the Immigration Act 2016	

	<ul style="list-style-type: none"> • Skilled in understanding behaviour as communication and able to respond with empathy and consistency. • Able to work confidently across different classes, adapting to the needs of individual pupils and staff. • Committed to child-centred practice, partnership working, and maintaining high expectations. • Able to contribute ideas and be an active, reflective member of a collaborative team. 	
Training	Interest in own personal development and willingness to undertake further training	
Safeguarding	Enhanced DBS is essential. <i>This post is covered by Part 7 of the Immigration Act (2016) and therefore the ability to speak fluent English is an essential requirement of the role.</i>	

All staff are expected to understand and be committed to Equal Opportunities in employment and service delivery.

Reviewed by:

Date:
