Inclusion Specialist
Job Description
Bysing Wood Primary School

Post: **Inclusion Specialist**

Salary: **EKC 4**

Responsible To: **SRP Lead Teacher**

Summary of Post: To work as part of a professional team alongside the SRP Lead Teacher to support the teaching, learning and personal development of children within the Specialist Resource Provision (SRP), specifically helping children with Autism Spectrum Disorder (ASD), Global Learning Delays (GLD) and Speech, Language & Communication Needs (SLCN) overcome barriers to learning, develop self-regulation strategies and achieve successful inclusion across both the SRP base and mainstream classrooms.

Tier of role: Inclusion Specialist

Key descriptor: Inclusion Specialist

Scope of role: Provides specialist knowledge and skills to provide specific services and support, using judgement and problem-solving skills (within pre-set guidelines and defined procedures).
Autonomy: Prescribed work but with discretion on how the outcome is achieved. Plans own work (short-term) and contributes to longer-term planning.
Knowledge of role: Role-specific SEND and specialist intervention knowledge is required.
Skills – Technical & Practical: A combination of specialist educational, relational and communication skills relevant to the role.
Qualifications/Experience: Level 2 English and Maths required. SEND experience/qualification required.
Supervision of others: Some supervision may be required but no line management.
Management by others: Identifies and refers more complex issues to a more senior colleague. Guidance or instruction is required for new tasks.

Key Responsibilities:

1. Work collaboratively with the SRP Lead Teacher to set up, establish and run the new specialist provision, establishing daily routines, visual structures and a safe, predictable learning environment.

2. Support SRP pupils as they integrate into mainstream classes, break times, dining areas, and extra-curricular activities, guiding mainstream staff and facilitating positive peer interactions.

3. Escort and supervise pupils on educational visits, out-of-school activities and transitions across the school site.

4. Support teachers and specialist colleagues in safe manual handling and/or restrictive interventions of pupils where necessary, ensuring pupil well-being, health and safety are maintained.

5. Implement structured behaviour management programmes for pupils with severe learning, social or emotional barriers, utilising positive strategies.

6. Implement augmentative and alternative communication tools (e.g. visuals, symbols, PECS, Makaton) to support children with communication difficulties.

7. Participate in planning and evaluating learning activities, providing feedback on pupil progress, attainment, and behaviour, and building strong working relationships with families, class teachers, and visiting specialists (e.g. Speech and Language Therapists, Occupational Therapists).

Specific Duties:

1. Adapt, select and deliver learning activities suited to pupils with Global Learning Delay and Autism, utilising TEACCH stations and independent work tasks under teacher direction.

2. Facilitate targeted individual and small-group interventions directly aligned with children's EHCP (Education, Health and Care Plan) outcomes, effectively utilising dedicated sensory spaces for self-regulation.

3. Assist with personal care, health, mobility, and hygiene needs (including toilet training and personal hygiene programmes) with sensitivity, dignity, and respect.

4. Champion a specific area of SRP expertise (e.g., Attention Autism, Colourful Semantics, Makaton, or Intensive Interaction), leading on its practical implementation and upskilling staff across the school as appropriate.

General Duties and Responsibilities:

1. You will be responsible for upholding our values and ethos and championing the inclusion and belonging of our Academy and Trust communities.
2. You will be responsible for protecting pupils and staff from all preventable harm as per Safeguarding procedures.
3. To participate in the staff support & development program and to undertake training based on individual and organisational needs (including specialist SEND/neurodiversity CPD).
4. To undertake continuing professional development to support our culture of continuous improvement and keep up to date with the skills required to fulfil the role.
5. To comply with all Academy and Trust policies and guidelines as well as legislative requirements, including education, health & safety and data protection and all staffing policies.
6. To demonstrate positive personal and professional behaviour as specified in the Staff Code of Conduct.
7. To partake in quality assurance, appraisal and monitoring and meet minimum relevant occupational standards.
8. To undertake any other duties commensurate with tier as may be reasonably requested.

Please note:
This job description is a guide to the work you will initially be required to undertake. It summarises the main aspects of the job but does not cover all the duties that the job holder may have to perform. It may be changed from time to time to meet changing circumstances.

It does not form part of your contract of employment and as your experience grows, you will be expected to broaden your tasks, suggest improvements, solve problems and enhance the effectiveness of the role.

Line manager's signature: _____ Date: _____

Postholder's signature: _____ Date: _____

	PERSON SPECIFICATION Tier of Role: **Inclusion Specialist**	Application	Interview	Shortlisting Weighting
Qualifications and Training				
1.	English and Maths Level 2/ GCSE A-C grade 4 or above required	✓		6
2.	Level 3 SEND/ Teaching Assistant qualification or equivalent would be an advantage	✓		4
3.	Evidence of Continuing Professional Development in education	✓		6
Experience				
1.	Successful experience of working within a school in an inclusion role	✓	✓	6
2.	Experience of working with children who have special needs or disabilities, particularly Autism, Global Learning Delay or SLCN.	✓	✓	4
3.	Successful experience of working with children and families in an inclusion role	✓	✓	6
4.	Experience of working with other inclusion professionals	✓	✓	4
5.	Specialist experience of Inclusion Practices and policies in a specific role	✓	✓	4
Skills and knowledge				
1.	Competent Numeracy/Literacy skills and IT skills	✓	✓	4
2.	Good communication skills and ability to adapt spoken language and visual supports for children with processing delays.	✓	✓	4
3.	Knowledge of strategies for delivering structured learning, individual EHCP interventions and scaffolding learning within a specialist SEND setting.	✓	✓	6
4.	Have the ability to relate well to children and adults, understanding their needs and being able to respond accordingly.	✓	✓	6
5.	Experience in, or strong commitment to developing expertise in specialist approaches (e.g., TEACCH, Sensory Spaces/Diets, Makaton, Attention Autism/Bucket Therapy, Widgit Symbols, AAC, Intensive Interaction).	✓	✓	6
6.	Ability to safely use specialist SEND equipment, materials and assist with safe handling / restrictive interventions as required.		✓	6
7.	Ability to recognise early indicators of sensory overload or anxiety, utilising calm, proactive co-regulation techniques.	✓	✓	6

8.	Willingness and capability to assist children with personal care and hygiene needs in a respectful and dignified manner.	✓	✓	4
Personal Qualities				
1.	Act with honesty and integrity at all times, maintaining strict confidentiality.	✓	✓	6
2.	Commitment to promoting the ethos and values of the school and trust.		✓	6
3.	Commitment to a relational approach anchored in PACE (Playfulness, Acceptance, Curiosity, Empathy) for neurodivergent pupils.		✓	6
4.	Ability to work well as part of a team.	✓	✓	6
5.	Have the ability to relate well to children, adults, families, and visiting specialists (e.g. Speech & Language Therapists, Occupational Therapists), building trust so pupils achieve their best.		✓	6
6.	Commitment to inclusion, safeguarding and equality.	✓	✓	6