

Post Title	Grade
Inclusion Support Assistant Sir Graham Balfour School	Grade 4

Responsible to: Head of Alternative Provision

Statement of Purpose

Under the direction of the Head of Alternative Provision to use your knowledge, experience and personal qualities to provide appropriate support to pupils in relation to improving their behaviour so that they can better engage in their classwork and make better progress in their learning. Work may be carried out in the classroom or outside the main teaching area. You will spend approximately half of your time working in the School Inclusion Unit and half of your time working with students in lessons. You will assist school staff in the following:

Support for the Teacher in the School Inclusion Unit

- To work in the School Inclusion Unit (under the direction of the Head of Alternative Provision) to supervise pupils for a particular curriculum activity under the supervision and guidance of a qualified teacher.
- Undertake assessment of planned work.
- In conjunction with the teacher, record pupils' progress, provide feedback to other staff, parents and appropriate education professionals, e.g. LEA officers, Ofsted Inspectors.
- To support the teacher to develop appropriate learning plans to raise achievement.
- Co-ordinate and organise pupils attending extracurricular activities/work experience or other out of school activities under guidance of the teacher.

Support to Pupils outside of the School Inclusion Unit

- To work outside of the School Inclusion Unit to provide behavioural support to pupils within the school environment.
- Deliver behaviour intervention programmes for selected students.
- Provide structured behavioural support, in accordance with specific work programmes designed and supervised by individual teachers.
- Use specialist knowledge/experience to provide appropriate support to pupils in relation to their individual needs, e.g. developing positive relationships through mentoring and coaching and through behaviour management strategies.
- To contribute to raising standards by ensuring high behavioural expectations are set for pupils.
- Involvement in the development and implementation of Pupil Passports and Individual Support Plans.

Support for the Curriculum

- Contribute to the behaviour curriculum planning, evaluation and implementation.
- Contribute to development of school policies and procedures by participation in working groups.
- The development, preparation and dissemination of appropriate materials.
- Determine the need for, prepare and use specialist equipment, plans and resources to support pupils.

Professional Accountabilities (this list is not exhaustive and should reflect the ethos of the school)

The post holder is required to 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. In addition they are to contribute to the achievement of the school's objectives through:

Safeguarding

- Promote and safeguard the welfare of children and young persons you are responsible for or come into contact with.

People Management

- To comply and engage with people management policies and processes
- Contribute to the overall ethos/work/aims of the school.
- Establish constructive relationships and communicate with other agencies/professionals.
- Attend and participate in regular meetings.
- Participate in training and other learning activities and performance development as required.
- Recognise own strengths, areas of expertise and use these to advise and support others.

Equalities

- Ensure that all work is completed with a commitment to equality and anti-discriminatory practice, as a minimum to standards required by legislation.

Health and Safety

- Ensure a work environment that protects people's health and safety and that promotes welfare and which is in accordance with the County Council's Health and Safety policy.

Note 1:

The content of this job description will be reviewed with the post holder on an annual basis in line with the School's performance and development review policy. Any significant change in level of accountability that could result in a change to the grade must be discussed with the post holder and the relevant trade union before submitting for re-evaluation.

Person Specification Inclusion Support Assistant

Criteria	Measured by
<p>Experience</p> <ul style="list-style-type: none"> • Three years' experience of working to support children's learning gained in a relevant environment. 	
<p>Qualifications/Training</p> <ul style="list-style-type: none"> • Very good numeracy/literacy skills equivalent to GCSE grade 4/C and above. 	A/I
<p>Knowledge/Skills</p> <ul style="list-style-type: none"> • Full working knowledge of relevant policies/codes of practice. • An understanding of curriculum matters and to be able to contribute effectively to curriculum development, planning, evaluation and implementation. • In depth understanding of areas of learning, e.g. literacy, numeracy, science, SEN or Early Years. • Understanding of principles of child development and learning processes. • Ability to plan effective actions for pupils at risk of underachieving. • Effective use of ICT to support learning. • Well-developed interpersonal skills to be able to relate well to a wide range of people. • Work constructively as part of a team whilst being able to demonstrate initiative. • Good communication skills. 	T A/I
<p>Behavioural Attributes</p> <ul style="list-style-type: none"> • Has a friendly yet professional and respectful approach which demonstrates support and shows mutual respect. • Open, honest and an active listener. • Takes responsibility and accountability. • Committed to the needs of the pupils, parents and other stakeholders and challenge barriers and blocks to providing an effective service. • Demonstrates a "can do" attitude including suggesting solutions, participating, trusting and encouraging others and achieving expectations. • Is committed to the provision and improvement of quality service provision. • Is adaptable to change/embraces and welcomes change. • Acts with pace and urgency being energetic, enthusiastic and decisive. • Communicates effectively. • Has the ability to learn from experiences and challenges. • Is committed to the continuous development of self and others by keeping up to date and sharing knowledge, encouraging new ideas, seeking new opportunities and challenges, open to ideas and developing new skills. 	A/I /A

In addition to the ability to perform the duties of the post, issues relating to safeguarding and promoting the welfare of children will need to be demonstrated these will include:

- **Motivation to work with children and young people.**
- **Ability to form and maintain appropriate relationships and personal boundaries with children and young people.**
- **Emotional resilience in working with challenging behaviours and**
- **Attitudes to use of authority and maintaining discipline.**