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**ETHOS ACADEMY TRUST**

**ETHOS COLLEGE**

**INCLUSION SUPPORT WORKER**

**GRADE 7**

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## **1. PURPOSE OF JOB**

This job is sited within the Ethos Academy Trust and incorporates Engage, Reach and Ethos academies. Ethos Academy Trust provides support for pupils with complex, emotional, social and health needs and for their families and mainstream schools. Ethos Academy Trust includes a Primary Key Stage 1 and 2 Service (Engage Academy) and short-stay school, a Key Stage 3 Service (Reach Academy) and short-stay school and a Key Stage 4 Service (Ethos College). Each setting work with mainstream schools and professionals and liaise with partnership agencies and mainstream schools in order to support pupils and their families.

The job will primarily be based at Ethos College, Knowles Hill road, Dewsbury WF13 4QS. However colleagues can be requested to work throughout the service as requested by the manager.

This role is required to impact upon the personalised delivery of the academic, social and emotional curriculum for pupils within the service.

The role includes providing practical support for learning and educational activities, developing pupils' social skills, supporting integration and securing pupils' physical and emotional well being, whilst raising their self-esteem and encouraging independence. This work will involve a combination of support on a one to one basis either in or out of the classroom.

The role involves considerable use of effective communication and conciliatory skills including the use of restorative practices with pupils, schools and families. The post holder needs to be experienced at managing difficult conversations. The majority of pupils are extremely vulnerable and can have very complex family backgrounds.

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## **2. KEY AREAS**

1. Outcomes: Role Specific
2. Outcomes: Generic

## **3. DUTIES AND RESPONSIBILITIES**

### **1. Outcomes: Role Specific**

- 1.1 Families / carers of pupils are regularly contacted and are involved in the identification of pupils needs, setting of targets and monitoring of progress in all areas. Pupils, families and schools are provided with support and advice to achieve positive outcomes and meet the needs of young people.
- 1.2 Schools and other external agencies are supported as appropriate in the Self-assessment model. The modelling and use of positive handling strategies, (such as those methods utilised in Team Teach) and in the drawing up and implementation of additional support plans, e.g. My Support Plans (MSP's), Risk Assessments (RA), etc.
- 1.3 Pupils are engaged in all learning activities, learn effectively and make good progress.
- 1.4 Pupils are supported and managed appropriately during lessons, break times, lunchtimes, and, when required, travel to and from school and out of school visits and activities.
- 1.5 Pupils are successfully reintegrated into mainstream education within agreed timescales as a result of successful staff intervention in their learning and by maintaining high expectations of all pupils to achieve.
- 1.6 Relevant and appropriate support processes are in place – including personalised programmes of learning, Social and Emotional Aspects of Learning (SEAL) and Boxall– that promote positive behaviours and re-engage disaffected pupils are planned and delivered.

### **2. Outcomes: Generic**

- 2.1 Teaching resources are researched, selected and prepared that meet the diversity of pupils' needs and interests
- 2.2 Information Communication Technology (ICT) is used effectively to support

learning activities and pupils' competence and confidence is increased as a result of staff's use and encouragement.

- 2.3 Pupils' records of progress, attendance and attainment – including target setting and case work notes - are maintained and analysed in order to evidence interventions, actions taken, value added and successes.
- 2.4 Relevant training and development/performance management to improve practice, through observation, reflection, evaluation and discussion with colleagues is participated in, as required by the Head Teacher / Line manager.
- 2.5 Positive and quality working practices and inter-agency liaison is in place with host schools and external agencies.
- 2.6 The Service's policies are adhered to and applied consistently.
- 2.7 Other duties and responsibilities of an equivalent nature are undertaken, as may be determined by the job holder's line manager from time to time, in consultation with the job holder.
- 2.8 Carry out your duties with due regard to current and future Academy policies, procedures and relevant legislation. These will be drawn to your attention in your appointment letter, your statement of particulars, induction, ongoing performance development and through Academy communications.
- 2.9 As part of your wider duties and responsibilities you are required to promote and actively support the Academy's responsibilities towards safeguarding. Safeguarding is about keeping people safe and protecting people from harm, neglect, abuse and injury. It is about creating safe places, being vigilant and doing something about any concerns you might have. It isn't just about the very old and the very young, it is about everyone who may be vulnerable. Please refer to the website <http://www.eat.uk.com> for information regarding safeguarding.

**RESPONSIBLE TO:** Inclusion Manager / Head Teacher / Line Manager

<b>JD Reference No</b>	
<b>JD Prepared / Amended</b>	10 <sup>th</sup> September 2018
<b>Refers to Estab(s)</b>	

# J O B D E S C R I P T I O N

## **COMPETENCIES**

In order to be shortlisted for this job, you will need to demonstrate using examples in your application that you have experience and competencies listed below. Competence may be demonstrated through knowledge, experience, skills, abilities, education, training, work and other activities. In your response you should describe the activity you have chosen to demonstrate your competency, describe what happened and what the outcome was and how this relates to the job.

For the **core competencies** you should show how you meet each competency definition only, not each indicator.

For the **technical competencies/experience** please ensure each individual example is demonstrated.

Each example should not exceed 250 words.

If you are successful in reaching the interview/selection stage, you may be required to undertake practical tests to assess the competencies.

We recognise and welcome our responsibility to remove any barriers in our Recruitment and Selection process for disabled people. We have tried to do this, but if you have a disability and identify any barriers in the job description, please tell us of these in your application. We are committed to making reasonable adjustments to the job wherever possible and it would help us to know your needs in order to do this.

# J O B D E S C R I P T I O N

# J O B D E S C R I P T I O N

## Achieving Results - Core Competency

**Description:** Ensure that they and their team / organisational area deliver to the required standards and contribute towards setting the required standards.

Indicator	Where identified
<ul style="list-style-type: none"> <li>Performs in a consistent and effective way reflecting on own/team performance.</li> <li>Learns from and corrects mistakes where necessary.</li> <li>Meets required individual, team and broader objectives.</li> </ul>	Application Form/ Selection Process

## Communication - Core Competency

**Description:** Communicates with a range of people on a range of matters.

Indicator	Where identified
<ul style="list-style-type: none"> <li>Is approachable, open and constructively manages barriers to effective communication.</li> <li>Presents a positive image of themselves and improves communication through the use of communication skills.</li> <li>Keeps accurate and complete records consistent with legislation policies and procedures.</li> </ul>	Application Form/ Selection Process

## Continuous Improvement and Change - Core Competency

**Description:** Is receptive to and makes changes in own and team/organisational practices, offers suggestions for and assists in implementing improvement to services.

Indicator	Where identified
<ul style="list-style-type: none"> <li>Adapts own and team/organisational ways of working as appropriate.</li> <li>Is positive about change and encourages others to adapt to and implement change.</li> <li>Actively seeks others suggestions and puts forward own constructive ideas on improving services for customers.</li> <li>Considers and translates suggestions into practical ways of improving services.</li> </ul>	Application Form/ Selection Process

# J O B D E S C R I P T I O N

<b>Customer Focus - Core Competency</b>	
<b>Description:</b> Ensures that they and their team provide effective service to customers.	
<b>Indicator</b>	<b>Where identified</b>
<ul style="list-style-type: none"> <li>Encourages the collection of customer feedback and uses feedback to monitor own and team performance.</li> <li>Ensures that the service is delivered in a friendly, professional and responsive manner.</li> <li>Ensures that the team deals with customer complaints and compliments effectively.</li> </ul>	<b>Application Form/ Selection Process</b>

<b>Leadership - Core Competency</b>	
<b>Description:</b> Demonstrates a positive approach leading and supporting the team.	
<b>Indicator</b>	<b>Where identified</b>
<ul style="list-style-type: none"> <li>Understands how their role and team's role impacts on wider organisational objectives.</li> <li>Motivates other to gain their commitment.</li> </ul>	<b>Application Form/ Selection Process</b>

<b>Personal Development and Effectiveness - Core Competency</b>	
<b>Description:</b> Understands own role requirements and those of the team or organisational area and own personal development.	
<b>Indicator</b>	<b>Where identified</b>
<ul style="list-style-type: none"> <li>Understands their own and team or organisational area requirements and their contribution to them.</li> <li>Contributes to their own personal development.</li> </ul>	<b>Application Form/ Selection Process</b>

<b>Team Working and Partnership - Core Competency</b>	
<b>Description:</b> Encourages and helps develop teams to achieve objectives	
<b>Indicator</b>	<b>Where identified</b>
<ul style="list-style-type: none"> <li>Treats people with respect and fairness, encouraging others to do the same.</li> <li>Leads, contributes and participates in team planning and encourages others to do so.</li> <li>Builds relationships within the team and with colleagues and partners.</li> <li>Provides regular feedback to the team both positive and negative.</li> <li>Identifies and with support resolves team problems and issues in a timely manner.</li> </ul>	<b>Application Form/ Selection Process</b>

# J O B D E S C R I P T I O N

Technical Competency	
Definition: Achieving a satisfactory level of professional skills and knowledge and experience, in relation to your job, keeping abreast of current developments and trends in area of expertise.	
Example of Specific requirements for the job	Where identified
Good general education with GCSE equivalent in Maths and English.	Application Form/ Selection Process
Willingness to undertake further training / qualifications.	
Knowledge and experience of safeguarding procedures.	
Knowledge of Special Educational Needs procedures, Equalities Act and other relevant guidance related to SEN and Inclusion.	
Travel is an essential part of this job and therefore it would be extremely difficult for you to do your job effectively if you did not use a car for all or most of the time. It is essential that you hold a full and valid driving licence and it is expected that you own a car. (Exceptions can be made for disabled applicants).	
An enhanced Disclosure and Barring Service check will be required for this job. A conviction may not exclude candidates from appointment but will be considered as part of the recruitment process.	
Experience	Where identified
Mainstream school support experience in the relevant Key Stage(s).	Application Form/ Selection Process
Experience of working with pupils with complex needs either in mainstream or special schools in the relevant Key Stage(s).	Application Form/ Selection Process



**Ethos Academy trust**

**EMPLOYEE SPECIFICATION**

**JOB TITLE:** Inclusion Worker

**GRADE:** 7

	ATTRIBUTES		RELEVANT CRITERIA	HOW IDENTIFIED	RANK
1.	<b>RELEVANT EXPERIENCE</b>	1.1	Experience of working with children/young people in a school environment.	Application Form/ Selection Process	A
		1.2	Experience of assisting class teacher in delivering the curriculum.	Application Form/ Selection Process	B
		1.3	Experience of supporting pupils in English, Maths and other curriculum areas	Application Form/ Selection Process	A
		1.4	Experience of working with children with Special Educational Needs and Social, Emotional and Mental Health difficulties.	Application Form/ Selection Process	A
		1.5	Experience of working with families to improve outcomes for children/young people.	Application Form/ Selection Process	A
		1.6	Experience of working collaboratively with other professionals and agencies.	Application Form/ Selection Process	A
2.	<b>EDUCATION AND TRAINING ATTAINMENTS</b>	2.1	GCSE Grade A-C (or equivalent) in English and Maths	Application Form/ Selection Process	A
		2.2	Completion of DfE Teacher Assistant Induction Programme	Application Form/ Certificates	B



		2.3	NVQ 2 for Teaching Assistants or equivalent qualifications or experience	Application Form/ Certificates	B
		2.4	Training in specific learning interventions	Application Form/ Selection Process	B
3.	<b>GENERAL AND SPECIAL KNOWLEDGE</b>	3.1	Understanding and experience of learning programmes/interventions.	Selection Process	B
		3.2	Understanding of child development, learning and nurture principles.	Selection Process	A
		3.3	Understanding and commitment to equal opportunities and diversity.	Selection Process	A
		3.4	Knowledge of the national curriculum applicable to key stages three and four.	Application Form/ Selection Process	A
		3.5	Understanding of statutory procedures and policies for school attendance and absence.	Selection Process	B
		3.6	Understanding of safeguarding issues and procedures.	Application Form/ Selection Process	A
		3.7	Recent experience and knowledge of supporting the learning of key stage three and four learners.	Application Form/ Selection Process	A
4.	<b>SKILLS AND ABILITIES</b>	4.1	Effective use of ICT to support learning.	Application Form/ Selection Process	A
		4.2	Ability to assist the teacher in planning class activities.	Selection Process	B
		4.3	Ability to communicate effectively with pupils, staff, mainstream schools and other professionals	Application Form/ Selection Process	A
		4.4	Ability to relate to children/young people from diverse/social	Selection Process	A

		4.5	backgrounds. Ability to work as a team member.	Application Form/ Selection Process	A
		4.6	Ability to work with children exhibiting challenging behaviours.	Application Form/ Selection Process	A
		4.7	Ability to create and develop personalised packages of support to improve attendance for students.	Application Form/ Selection Process	A
		4.8	Ability to engage and work effectively with hard to reach parents and key family members.	Application Form/ Selection Process	A
		4.9	Willingness to lead extra-curricular activities	Application Form/ Selection Process	A
		5.0	Ability and willingness to drive the school minibus	Application Form/ Selection Process	A
5.	ANY ADDITIONAL FACTORS	5.1	Understanding of relevant policies/codes of practice and awareness of relevant legislation.	Selection Process	A
		5.2	Commitment to ongoing personal training and development.	Selection Process	A
		5.3	Willingness to undertake an enhanced Disclosure and Barring Service check. <b>Please note a conviction may not exclude candidates from employment but will be considered as part of the selection process.</b>	Application Form/ Selection Process	A

Please make sure that you demonstrate your ability to meet the requirements of the job by giving clear, concise examples of how you meet each criteria on your application form. The letters A, B and C in the "Rank" column refer to the importance we will give your answers when we read your applications. You must have all the A's on day one to be able to do the job, you need to have all the B's to do the job, but they could be learnt during

the induction, and if you have C criteria this would be an additional bonus. We recognise and welcome our responsibility to remove any barriers in our Recruitment and Selection process for disabled people. We have tried to do this, but if you have a disability and identify any barriers in the job description or employee specification, please tell us of these in your application. We are committed to making reasonable adjustments to the job wherever possible and it would help us to know your needs in order to do this.

Where criteria are to be identified through the "Selection Process", this may involve written exercises, group discussions, presentations, interview etc.

<b>ES Reference No</b>	
<b>ES Prepared/Amended</b>	21/09/2018
<b>Refers to Estab(s)</b>	