Whitefriars School
Inclusion Support Worker

Heathland Whitefriars Federation

Role Profile

Key responsibilities

- Lead, plan and design programmes which support vulnerable students with their behaviour in class and in the school
- To run interventions and workshops for vulnerable students to support their behaviour and behaviour for learning in school
- To coordinate programmes of support for vulnerable students who are at risk of poor behaviour
- To train and manage staff to run these programmes
- To support vulnerable students in lessons in order to remove the barriers to learning
- To work with individuals or small groups of students
- To provide preventative support for students who are at risk of exclusion
- To provide reintegration support for students returning from exclusion
- To take the lead in approaching vulnerable families and to provide training and support so that they support these students in partnership with the school
- To plan and resource all the necessary interventions with clear targets and success criteria
- To help create an environment which helps identified students develop a sense of belonging to the school
- To support targeted students in living by our school values
- To support targeted students in understanding the rights and responsibilities of everyone in school
- To liaise with the senior leadership team to timetable the interventions
- To liaise closely with all subject teachers in the school to ensure full inclusion of students in school life
- To liaise fully with the inclusion team, the Heads of Year and the form tutors
- Supporting the supervision of students at break and lunchtime
- To support students in managing their own behaviour

Generic responsibilities

- Running an extra-curricular club or activity
- Being a positive and dynamic role model for other members of the staff team
- Sharing responsibility for the school's standards and achievement, including pupil progress and the drive to improve outcomes
- Playing an active part in the life of the school through meetings and high visibility to pupils, staff and parents, including at assemblies and meetings
- Willingness to take part in coaching and mentoring
- Contributing to the School Improvement Plan and school self-evaluation
- A thorough understanding of inclusion and safeguarding requirements

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the Inclusion Support Worker will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the Headteacher.

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Key Accountabilities

The postholder is line managed by the Deputy Head (Behaviour and Ethos)

Person Specification

Essential	Desirable
Qualifications: Educated to GCSE or equivalent with passes in Maths and English Professional qualification relevant to the post	Educated to A level
Experience: Successful experience in supporting vulnerable students with behaviour Experience of CPD to improve performance	Experience of more than one school Working with professionals from other agencies
Professional Development: Knowledge of a range of effective strategies for supporting vulnerable students with behaviour Knowledge of safeguarding matters Knowledge of how to create an effective learning environment Excellent ICT skills	Track record of effective training
Personal qualities: Able to build excellent relationships with pupils Ambitious for career development Hardworking, smart and reliable role model Resilient, diligent and persistent when problem solving Very well-organised A positive and dynamic approach to school life Reflective and thoughtful with skills of critical analysis Ability to build and maintain positive relationships with a wide range of staff Flexible and creative during times of change	Proven ability to be an effective team member