

**JOB DESCRIPTION**

**POST:** Inclusion Intervention Worker

**SALARY:** Grade G (FTE £25,991 - £28,672). Salary subject to pro-rata

**WORKING HOURS:** 37 hours per week

**WORKING WEEKS:** 38 weeks (TTO + 2 days)

**RESPONSIBLE TO:** Inclusion Manager

**REQUIRED:** ASAP

**CLOSING DATE:** 9am Wednesday 22nd September 2021

**INTERVIEWS:** w/c 27th September 2021

**Purpose of the role:**

As part of our graduated response to inclusion, the academy has various provisions on-site to provide more intense and nurturing support for students displaying challenging social, emotional and/or behavioral difficulties. This role involves working under the direction of the Inclusion Manager in our KS3 and KS4 Pathways provisions.  It includes planning and teaching small groups to support transition back into mainstream lessons.

This entails:

* Planning and delivering small group academic intervention.
* Being a champion for our most vulnerable learners.
* Overseeing day to day pastoral care and attendance.
* Outreach work: helping to reintegrate students back into the mainstream environment.

**Main Duties and Responsibilities:**

* Deliver lessons as directed by the Inclusion Manager to small groups of students.
* Plan sequences of work that is reflective of the department’s curriculum.
* Liaise with subject teachers, to ensure students are completing relevant and appropriate work.  This includes meeting deadlines as appropriate.
* Liaise with Heads of Department to understand schemes of work and plan appropriate lessons in response to this.
* Act as a feedback link between students and staff to ensure work completed in Pathways is meaningful and that gaps in knowledge are minimised if students return to mainstream.
* Build a profile of resources for core subjects to ensure there is always appropriate and relevant work for students to complete if they ‘drop-in’ to Pathways for short term immediate respite.
* Work with the Inclusion Manager to build a broad understanding of learning journeys for each curriculum area.
* Assess students work in line with department marking policies, providing relevant and timely feedback.
* As part of the inclusion team, check in with key cohort of identified students to ensure they are in school and ready to learn.
* Identify barriers to learning for students accessing Pathways provision through 1:1 discussion with learners, parents and carers.
* Maintain a welcoming yet purposeful learning environment.
* Uphold and promote the values of the academy and support students to develop these values and behaviours within themselves. These values include Respect; Resilience; Leadership; Motivation; Self-control; Self-confidence.
* As a member of the inclusion team, take a lead role with recording any causes of concern for students accessing Pathways.
* With the Inclusion Manager, devise appropriate reintegration plans with students to plan a path back into mainstream.
* Deliver 1:1/small group sessions in Pathways to help students accessing the provision learn to manage their anxiety/anger/heightened emotions to develop improved coping strategies and self-regulation.
* Accompany students, as a trip leader, to vocational placements such a Motor Vehicle, Hair and Beauty or Construction courses facilitated off-site.
* Liaise with Learning Managers to facilitate successful pastoral support back into mainstream.
* Accompany students to mainstream lessons to facilitate successful reintegration.
* Work with the Inclusion Manager and SENCO to develop and update relevant and meaningful student profiles to support and advise mainstream staff of successful strategies to overcome barriers to learning.
* Liaise with the Family Support Worker where necessary to provide a link between home and school
* Support with Cluster referrals where necessary
* Provide Early Help guidance and support for students who access Pathways on a permanent basis.
* Manage and prioritise your own workload in line with service requirements.
* Share corporate responsibility for the implementation of school policies and practices.
* Be a role model for students through personal presentation and professional conduct.
* Establish effective working relationships with professional colleagues.
* Attend and participate in regular meetings, training and other activities as required.
* Attend meetings with line managers as required.
* Demonstrate a commitment to continuous development, identify opportunities for professional development and undertake training opportunities where appropriate.
* Contribute to the safeguarding and promotion of the welfare and personal care of children and young people regarding safeguarding procedures.
* Be aware of and comply with policies and procedures relating to child protection, health and safety, security and confidentiality, reporting all concerns to an appropriate person.
* Any other duties as required by the Principal.

The postholder will be required to work flexibly to deliver an efficient service. There will be regular contact with students, colleagues, other members of staff, line managers and internal and external stakeholders.

Royds Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

This post is subject to an enhanced Disclose and Barring Service check and Prohibition List check.

**Person Specification**

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| **KNOWLEDGE/QUALIFICATIONS** | **Essential** | **Desirable** | **MOA** |
| Demonstrable levels of numeracy and literacy equivalent to GCSE (A-C) | \* |  | A/I |
| Good general education minimum NVQ Level 3/ degree level or an appropriate equivalent standard |  | \* | A/I |
| Teaching qualification / degree |  | \* | A/I |
| Experience of working with children or young people with challenging behaviour of a relevant age | \* |  | A/I |
| Experience of meeting the needs of the full range of learners and implementing effective strategies to develop independent learning for all students | \* |  | A/I |
| Evidence of some training or experience in the relevant learning strategies e.g. literacy, behaviour or anger management | \* |  | A/I |
| Experience of working with students with additional needs | \* |  | A/I |
| Contributing and construction of Individual Education and Behaviour Support Plans | \* |  | A/I |
| Experience of working effectively with children, young people and families in challenging circumstances |  | \* | A/I |
| **SKILLS** |  |  |  |
| Effective use of a range of appropriate behaviour management techniques/strategies with children | \* |  | A/I/R |
| Ability to analyse and interpret data | \* |  | A/I |
| Ability to identify and plan effective actions for students at risk of underachieving | \* |  | A/I |
| Effective oral and written communication skills | \* |  | A/I |
| Ability to build positive relationships with all stakeholders | \* |  | A/I |
| Ability to work constructively as part of a team | \* |  | A/I |
| **BEHAVIOUR AND OTHER RELATED CHARACTERISTICS** |  |  |  |
| Commitment to self and team development | \* |  | A/I |
| Work in ways that promote equality of opportunity, participation, diversity, and responsibility | \* |  | A/I |
| A commitment to abide by and promote the Academy’s Equal Opportunities, Health and Safety and Child Protection Policies | \* |  | A/I |
| A professional responsibility to promote and safeguard the welfare of children and young people | \* |  | A/I |
| The post holder will require an enhanced DBS | \* |  | C |

**Key:**

MOA= Method of Assessment, A= Application, I= Interview and assessment, R = Reference, C= Certificate