



JOB DESCRIPTION 2025

TITLE OF POST: Inclusion Support Worker including personal care (assigned to a student)

RESPONSIBLE TO: Executive Headteacher, Head of School

LINE MANAGER: Inclusion Support Coordinator

SALARY: Scale 4 points 7-8

JOB PURPOSE:

- To support students with all abilities but in particular help those students with a special educational need to overcome any barriers to learning.
- Be a key worker to the identified student providing support for all needs.
- To ensure the safety and well-being of students at all times.

CORE REQUIREMENTS

In fulfilling the requirements of the role, the post holder will demonstrate essential professional characteristics, and in particular will:

- Inspire trust and confidence in colleagues and all other stakeholders.
- Use the performance management process to enhance personal professional practice in line with the school's aspirations and priorities.
- Promote the wider aspirations and values of the school.
- Recognise the importance of confidentiality and uphold the requirements of the new GDPR legislation.
- To be an effective communicator with all stakeholders, visitors and external companies.
- To be not only proactive but also reactive to the daily demands of the role.
- Punctuality and reliability.

KEY RESPONSIBILITIES

- Provide particular and skilled 1-1 support to students as directed by the Inclusion Support Coordinators or SENDCo/Assistant SENDCo.
- To encourage the inclusion of students with SEND in a mainstream setting.
- To make a practical contribution to the implementation of the students One Plan and/or Education Health Care Plan (EHCP).
- Support medical needs as identified in the students healthcare plan.
- Support in the daily personal care needs as identified in the students healthcare plan.
- To undertake the appropriate training necessary to provide the necessary care to the identified student if required.
- Support the students safety around school using the risk assessment and ensure suitable procedures are in place in the event of a fire evacuation through a PEEP.
- Communicate with parents/carers regularly to ensure healthcare plans are updated and establish a positive working relationship to support the needs of the student effectively in school.

<ul style="list-style-type: none"> ● To model, within class, support strategies designed to encourage and develop independence in a variety of settings, i.e. with individuals and group/whole class settings.
<ul style="list-style-type: none"> ● Understand specific learning needs and styles and provide differentiated support to students individually and within a group in partnership with the teacher. ● Implement planned learning activities/teaching programmes as agreed with the teacher, adjusting activities according to students' responses as appropriate. ● Establish positive relationships with students. ● Provide feedback to students in relation to attainment and progress under the guidance of the teacher. ● Support students with activities which support literacy and numeracy skills. ● Support the use of ICT and develop students' competence and independence in its use. ● Promote positive student behaviour in line with school policies and help keep students on task.
GENERAL RESPONSIBILITIES:
<ul style="list-style-type: none"> ● To understand and apply school policies in relation to health, safety and welfare. ● Attend relevant training and take responsibility for own personal development. ● Attend relevant school meetings as required. ● To respect confidentiality at all times. ● To participate in the performance and development review process, taking personal responsibility for identification of learning, development and training opportunities in discussion with line manager. ● To comply with individual responsibilities, in accordance with the role, for health & safety in the workplace. ● Ensure that all duties and services provided are in accordance with the Sigma Trust's Equal Opportunities Policy.

The local governance committee is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment.

All employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers and comply with expectations as defined within the school's Code of Conduct and Leave of Absence policies.

The duties above are neither exclusive nor exhaustive and the post holder may be required by the Executive Headteacher/Head of School, Sigma Trust committee or the local governance committee to carry out appropriate duties within the context of the job, skills and grade.

This job description is current at the date shown but, in consultation with you, may be changed by the Executive Headteacher/Head of School to reflect or anticipate changes in the job commensurate with the grade and job title.

Signed: _____ Post holder _____ Date: _____

Signed: _____ Line manager _____ Date: _____

Signed: _____ Executive Headteacher/Head of School _____ Date: _____

Person Specification

	Essential	Desirable
Good level of literacy and numeracy.	✓	
INSET relating to SEND.	✓	
A commitment to undertake further professional development.	✓	
Successful experience in Special Educational Needs.	✓	
Experience in an education setting.	✓	
A full understanding of what makes excellent pedagogy in an inclusive learning environment.	✓	
Knowledge of TA standards.		✓
Experience of working with students with high needs.	✓	
Use of effective teaching & learning strategies to support the identified needs of a student with complex needs.		✓
Experience setting targets and monitoring, evaluating and recording progress.		✓
Knowledge of SEN Code of Practice.	✓	
The ability to communicate effectively with students to adapt to their needs and support their learning.	✓	
Recent CPD relevant to this post.		✓
A first aid qualification.		✓
ICT literate and able to use ICT to enhance learning.	✓	
The ability to work autonomously and as part of a team.	✓	
The ability to motivate students.	✓	
Effective time management.	✓	
A passion for the education of students who are identified as having SEND.	✓	
Excellent interpersonal skills.	✓	
Excellent communication skills with all stakeholders.	✓	
A genuine commitment to inclusive education for students in a comprehensive and a multi-cultural environment.	✓	
Ambition and drive.	✓	
A willingness to contribute to the wider life of the school.	✓	

