



Post Title:	Inclusion and Support Assistant	
Department:	Associate Staff	Grade: BEX6.1 Term time only Up to 36 hours, dependent on experience
Responsible to:	Inclusion team	
Responsible for:	No Staff	

Functional links with:	Deputy Head for Inclusion, Assistant Head for Behaviour and Attitudes, Students, Head of House, Safeguarding Attendance and Student Welfare Assistants, Teaching Staff, Parents, Local Authority Staff, SENDCO, Family Liaison/Educational Welfare Officer, Safeguarding Attendance and Student Welfare Manager, Designated Safeguarding Lead, Deputy Safeguarding Leads. Medical Officer. Pastoral Coaches. External Agencies.
Main Purpose of the role	<p>To provide support and intervention for struggling learners.</p> <p>To act as point of contact with parents and all relevant professionals ensuring the needs of students are met with continuity.</p> <p>To contribute to high standards of expectations and outcomes are met for all students, including Academic, Attendance, Safeguarding and Student Welfare.</p> <p>To act as Key Worker for named students and be accountable for their progress and development.</p> <p>To record, report and evaluate the impact of interventions and support given.</p> <p>To deliver interventions for cognitive, social and emotional needs.</p>

This appointment is subject to the current conditions of employment of support staff contained in the School Pay and Conditions Document, the Education Act 1997, other current educational legislation and the school's articles of government.

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. This job description is not necessarily a comprehensive definition of the post. It will be reviewed regularly and it may be subject to modification at any time after consultation with the post holder.

SIGNED _____

PRINT NAME _____

DATED _____

The Postholder will uphold the vision of King Henry School:

King Henry School is a vibrant centre of learning for our community, with a relentless commitment to enhancing the lives of all young people, regardless of their ability or aptitude.

*We develop students' knowledge, academic excellence and character by building their **resilience, compassion and ambition**. These core values provide our young people with the wisdom and independence to make the right choices and lead happy, fulfilled lives.*

Inclusive Education most often refers to children with Special Educational Needs being included in mainstream classrooms. Odyssey Trust want to extend these semantics students with Special Educational Needs, low socio-economic status, high ability, safeguarding concerns, all occupy the same world. It is that world that they should be part of and access to all that education has to offer in order to help them thrive in that world. Our approach to inclusion acknowledges all vulnerable learners and draws on the lessons to be learned from both Townley Grammar School and King Henry School in designing a future-focused model serving a developing Multi-Academy Trust.

Principal Duties and Responsibilities:

- To work in accordance with the SEND Code of Practice, showing a clear Assess, Plan, Do, Review Cycle is carried out alongside a graduated approach to intervention.
- To teach classes, groups and individuals as directed by the SENDCO and in liaison with the Subject Teacher.
- To work under the direction of a Pastoral lead /SENDCO to prepare and deliver lessons/learning activities set by or with teachers and/or support pupils undertaking lessons, and record and report on development, progress and attainment.
- Working to establish a supportive relationship with the children and parents concerned in order to facilitate effective communication and partnership between school and home.
- Encouraging acceptance and inclusion of all children with special needs to support achievement and development.
- Promoting and reinforcing students' self-esteem and encourage the child to maximise their achievement and development.
- Design and deliver relevant, evidence-based intervention programmes which have clear, measurable impact. This will include some requiring specialist knowledge of particular areas.
- To be accountable for maintaining up to date student records.
- Ensure that all relevant information in regard to meeting students' needs is kept up to date, disseminated, acted upon and regularly reviewed in conjunction with students, parents and professionals.
- To complement the professional work of teachers and their delivery of the national curriculum and contribute to the development of other support staff, students and school policies and strategies.
- Alongside the SENDCO, support the research, review and dissemination of the latest resources and strategies for use in supporting students with SEND , ensuring all stakeholders are adequately informed and equipped to embed best practice. This may include delivering CPD and Coaching Sessions to a range of staff.
- To work on a shift pattern that facilitates SEND support for students as directed by the SENDCO, including but not limited to, before school, break time/lunchtime, after school and some evenings as required
- Undertake assessments and feedback as required by the Pastoral lead/SENDCO
- Attendance at Parents' Evening, Annual Reviews and other Professional Meetings as required.
- Work collaboratively with the Pastoral Centre to ensure smooth transition of students.

General Duties

- Undertake any other duties in connection with the level of the post.
- Take into account all matters of the published aims and objectives of the school
- To carry out any other duties as may reasonably be requested by the SENDCO, Head Teacher and Senior Leadership Team
- Promote positive values, good learning attitudes and positive behaviour.

Continuing Professional Development

- Regular attendance to departmental and line management meetings/CPD.
- In conjunction with the line manager, take responsibility for personal professional development, keeping up to date with research and developments related to school efficiency, which may lead to improvements in the day to day running of the school.
- Undertake any necessary professional development

- Take professional ownership for remaining up to date with best practice and research into the most effective strategies to promote effective inclusion.

To assist in developing the role of the Inclusion and Support Assistant by:

- Having regular line management meetings and appraisal with the SENDCo
- To participate in the development of processes and procedures as a result of monitoring and evaluating students
- Regular attendance at all INSET/CPD sessions for student facing staff.
- undertaking further professional training as identified in the School and Trust Development Plans including up to date technical knowledge taking full advantage of any relevant training and development available.
- Taking professional ownership for remaining up to date with best practice and research into the most effective management strategies.

All staff are expected to maintain high standards of customer care in the context of the Odyssey Trust for Education's Core Values and to participate in training activities

This is not a complete statement of all duties and responsibilities of this post. The post holder may be required to carry out any other duties as directed by a supervising officer, the responsibility level of any other duties should not exceed those outlined above.

Statutory Duties:

Safeguarding

To be responsible for promoting and safeguarding the welfare of children and young people in line with the School's Safeguarding Procedure.

Health and Safety

The post holder must take reasonable care of their own health and safety and that of any other person who may be affected by their acts or omissions. The post holder must also co-operate with the School on all matters concerning health and safety and not interfere with, or misuse, anything provided for the purpose of health, safety and welfare.

Equal Opportunities

The post holder has a responsibility to understand and abide by the obligations laid down in the School's Equal Opportunities Policy and Dignity at Work Policy.