SOLIHULL
ALTERNATIVE PROVISION
MULTI ACADEMY TRUST

Job Description

Job Title: Inclusion Support Assistant - Gateway

Location: Solihull Alternative Provision Academy

Salary Band: Band C, point 8 – 14, £27,709 - £30,515 pro rata
Actual: £23,754 - £26,159 per annum (39 weeks worked, 44.7 weeks paid including holidays)

Contract: Full time, permanent, 37 hours per week, Monday to Friday, Term-time only + Inset day

Role Purpose

The Inclusion Support Assistant - Gateway plays a key role within Solihull Alternative Provision Academy's Gateway Programme, a two-week induction and assessment pathway for students entering a long-term Tier 3 placement. The postholder supports students to engage successfully with assessment, personal development and transition activities, helping them establish a sense of belonging, emotional safety and readiness for learning. Working alongside teaching and pastoral staff, the Inclusion Support Assistant helps identify strengths, needs and aspirations, enabling students to access highly personalised support and successfully transition into the main academy community.

Key Responsibilities

Pupil Support & Engagement

- Support students during the two-week Gateway induction programme.
- Build trusting relationships that promote belonging, safety and engagement.
- Support students with emotional regulation and school readiness.
- Facilitate structured morning routines including breakfast provision, supported reading, journalling and Newsround activities.
- Support delivery of personal development programmes including Zones of Regulation, Positive Psychology, character strengths and neurodiversity awareness and interventions with pupils.
- Promote the academy values of Safe, Ready and Respectful.
- Model and reinforce restorative approaches and positive relationships

Transition into Solihull Academy

- Support students and families through the induction process.
- Assist with transition visits and taster lessons.
- Help students develop confidence in navigating academy routines and expectations.
- Support relationship building with form tutors, teaching staff, and pastoral staff.
- Contribute to celebration events and transition reviews at the end of the programme.
- Support students to identify aspirations, strengths and future goal

Assessment and Identification of Need
- Administration of screening and diagnostic assessments.
- Observe and record information relating to learning, communication, behaviour and social interaction.
- Contribute to the identification of SEND and SEMH needs.
- Maintain detailed records that contribute to personalised planning.
- Assist teaching staff in gathering evidence for access arrangements and intervention planning.
- Support students to engage positively with assessment activities.

Personal Development and Wellbeing
- Support delivery of wellbeing interventions.
- Facilitate pupil circle discussions and restorative conversations.
- Promote equality, diversity and inclusion.
- Support students to develop emotional literacy and resilience.
- Encourage self-reflection and exploration of strengths, interests and identity.
- Promote awareness and understanding of neurodiversity including autism and ADHD.
- Support students to develop employability and future planning skills.

Behaviour & Pastoral Support
- Support the implementation of behaviour management strategies and individual support plans.
- Assist in resolving conflicts and promoting restorative approaches.
- Monitor pupil well-being and report concerns in line with safeguarding policies.

General Duties
- Support learning activities where appropriate, under the guidance of teaching staff.
- Maintain a safe, inclusive, and supportive environment at all times.
- Adhere to safeguarding, health and safety, and school policies.

Health, Safety and Security
- Co-operate with the Trust on all issues to do with Health, Safety & Welfare.
- Support the School's implementation of all other current statutory requirements, e.g. Disability Discrimination Act, Access to Work, Equal Opportunities, Child Protection.

Pastoral Care
- Deal with or report, to the nearest member of the teaching staff, incidents that are seen or reported regarding pupils' welfare.

Continuing Professional Development – Personal
- In conjunction with the Principal, 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 as identified in the School Development Plan taking full advantage of any relevant training and development available.
- Maintain a professional portfolio of evidence to support the Appraisal process - evaluating and improving own practice.

This job description will be reviewed annually and may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive

statement of procedures and tasks, but sets out the main expectations of the Academy in relation to the post holder's professional responsibilities and duties.

Elements of this job description and changes to it may be negotiated at the request of either the Principal, Director of Education or the incumbent of the post.