



Nurturing inclusive learning communities

## JOB DESCRIPTION

**Job Title:** Grade 7 Teaching Assistant (Inclusion Worker)

**Reporting to:** Class Teacher/Senior Inclusion Worker

**Location:** Engage Academy, Batley

**Grade:** 7

**Hours:** 32.5 hours (term time only plus 5 days)

Ethos Academy Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. All posts are subject to an Enhanced Disclosure and Barring Service check for Regulated Activity. Proof of eligibility to work in the UK will be required.

Ethos Academy Trust is an equal opportunities employer and welcomes applications from all sections of the community.

### Statement of Intent

All Academies across the Trust adopt a consistent and rigorous approach in the recruitment and selection processes, with the aim of ensuring that those recruited are suitable for such an important and responsible role. The intention is to ensure that all stages of the recruitment process contain measures to deter, identify, prevent and reject unsuitable people from gaining access to pupils within the organisation. The recruitment and selection processes also aim to meet all legislative requirements, any statutory or other guidance that may from time to time be issued in order to keep children safe and safer recruitment in education, as well as principles of general good practice.

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### **Key Purpose of the Post:**

This role provides an exciting and unique opportunity within Ethos Academy Trust at a crucial time in our journey.

It will focus on providing positive, aspirational outcomes for pupils with complex social, emotional and mental health (SEMH) needs through high quality support and engagement with families, including providing practical support for learning and educational activities, developing pupils' social skills, supporting integration and securing pupils' physical and emotional wellbeing, whilst raising their self-esteem and encouraging independence.

### **Roles and Responsibilities**

The key roles and responsibilities are:

- Provide support within class, under the direction of the class teacher/line manager to enable all pupils to make progress across the curriculum;
- Lead on the delivery of learning based interventions to support pupils' specific learning and SEMH needs;
- Undertake all aspects of the key worker role, ensuring all pupils' needs are fully supported;
- Support pupil integration into Engage Academy to ensure pupils receive a positive, high quality transition into the PRU through liaison with parents and external agencies;

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- Complete Boxall Profile assessments and develop action plans alongside colleagues to ensure nurture principles and necessary interventions are consistently in practice within the classrooms and wider school;
  - Attend TAF meetings (Team around the Family) and complete corresponding paperwork, following necessary safeguarding procedures to ensure positive outcomes for pupils and their families;
  - Complete STSR plans (Support to Self-Regulate) alongside colleagues to ensure all staff are fully aware of individual pupil needs;
  - Take responsibility for specific actions within school development plans, working with colleagues across the Trust to identify key priority areas and actions needed to achieve set targets;
  - Undertake duties in accordance with school practices and procedures, ensuring the job holder actively upholds and promotes the philosophies of the school;
  - Update pupil records on SchoolPod to record accurate, objective reflections as needed;
  - Participate in and assist in supervision of educational visits in conjunction with the teacher/line manager;
  - Promote positive pupil behaviour, dealing promptly with conduct and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour;
  - Undertake relevant training and CPD including attending weekly staff meetings, and be involved in ongoing development reviews of skills and competencies to improve practice through involvement in observation, reflection, evaluation and discussion with colleagues;
  - Support for the needs of individual pupils as stated on their My Support Plans and Educational Health and Care Plans to maximise progress towards their outcomes;
  - Confidently use de-escalation, positive handling and intervention, (as modelled through the Team Teach approach) in line with school policy and pupils' support plans;
  - Deal with the personal care and comfort and necessary minor medical treatments of pupils, i.e. toileting and intimate care issues (as per school guidance and direction);
  - Contribute to plans, reviews and evaluations of pupils to support pupil progress and their reintegration to their next educational setting;
  - Supervise and support pupils at break times, lunchtimes and extra-curricular activities, and travel to and from school as required;

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- Provide support to pupils reintegrating into their next educational setting to ensure a successful transition;
  - Develop trusting relationships with parents/carers, through regular contact, keeping parents informed of their child's progress and support identified needs;
  - Work alongside external agencies and key professionals, such as Educational Psychologists, CAMHS, and Family Support Workers, to ensure pupils' needs are being met and key information is shared in a timely and effective manner;
  - Promote and actively support the academy's responsibilities towards safeguarding, following safeguarding procedures accurately and in a timely manner;
  - Ensure Information Communication Technology (ICT) is used effectively to support learning activities and pupils' competence and confidence is increased as a result of staff use and encouragement;
  - Adhere to the Academy's policies and ensure they are applied consistently;

The duties and responsibilities highlighted in this job specification are indicative and may vary over time. Post holders are expected to undertake other duties and responsibilities relevant to the nature, level and scope of the post and the grade has been established on this basis.

### **Equality and Diversity Statement**

The Trust will seek to ensure that all existing and potential employees and students are given equal opportunities for employment and education. It is committed to the elimination of unlawful or unfair discrimination on the grounds of any of the protected characteristics (as defined by the Equality Act 2010). The Trust will seek to ensure that no applicant for employment or education is disadvantaged by conditions or requirements which cannot be justified. The Trust provides an open, welcoming and safe environment for all its pupils, employees and visitors.

### **Safeguarding Statement**

The Trust is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff to share this commitment. All Academies across the Trust adopt a consistent and rigorous approach in the recruitment and selection processes, with the aim of ensuring that those recruited are suitable for such an important and responsible role. The intention is to ensure that all stages of the recruitment process contain measures to deter, identify, prevent and reject unsuitable people from gaining access to pupils within the organisation. The recruitment and selection processes also aim to meet all legislative requirements, any statutory or other guidance that may from time to time be issued in order to keep children safe and safer recruitment in education, as well as principles of general good practice.

Employees are required to undertake appropriate safeguarding and other checks which may include:

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- Evidence of entitlement to work in the U.K.;
  - Evidence of essential qualifications;
  - Two satisfactory references;
  - Formal interview process including tasks;
  - Confirmation of medical fitness for employment;
  - Registration with appropriate bodies (where applicable);
  - Evidence of a satisfactory safeguarding enhanced Disclosure and Barring checks.

Applicants called for interview should note that the interview itself (and/or any additional tasks to be performed, if applicable) will, as appropriate to the role:

- (i) Focus on the requirements to carry out the duties of the job, as described;
- (ii) Explore issues relating to the safeguarding and promoting the welfare of children, including:
  - Motivation to work with children and young people;
  - Ability to form and maintain appropriate relationships and personal boundaries with children and young people;
  - Emotional resilience in working with challenging behaviours;
  - Attitudes to use of authority and maintaining discipline.

### **Prevent Statement**

All employees are required to uphold the values of democracy, rule of law, individual liberty and tolerance and have mutual respect for those with different faiths and beliefs.

### **Application Details**

Applicants for this post are asked to:

1. Complete the Trust application, equality and diversity forms;
2. Include a supporting statement as part of your application or in a supporting letter of application if you consider it useful.


**The closing date for the role is: Friday 11<sup>th</sup> September 2020, 12 noon.**  
**Please send completed applications to [recruitment@eat.uk.com](mailto:recruitment@eat.uk.com)**

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If you require further information about the role please contact Alison Ward (Head Teacher at Engage Academy) by emailing [recruitment@eat.uk.com](mailto:recruitment@eat.uk.com) or you can visit the Trust website: <http://www.eat.uk.com>

We also welcome visits from potential candidates before applying. **Please contact Alison Ward to arrange this.**

If you apply and are unsuccessful in being called to interview, thank you in advance for your time in making this application. Due to time constraints, it may not be possible to respond to everyone individually.



## Person Specification

### Inclusion Worker (Grade 7)

| Key Criteria                               | Essential  | Identified  |  |
|--|--|---|--|
| <b>Education and qualifications</b>        | <ul style="list-style-type: none"> <li>GCSE Grade A-C (or equivalent) in English and Maths</li> <li>Completion of DfE Teacher Assistant Induction Programme</li> <li>NVQ 2 for Teaching Assistants or equivalent qualifications or experience</li> <li>HLTA qualification or similar</li> </ul>  | A<br>B<br>B<br>B  | A/I<br>A/I<br>A/I<br>A/I   |
| <b>Relevant experiences</b>                | <ul style="list-style-type: none"> <li>Experience of working with primary pupils in a school environment.</li> <li>Experience of assisting with the primary national curriculum.</li> <li>Experience of supporting primary pupils' basic skills in English and Maths within a variety of environments.</li> <li>Experience of working with primary pupils with learning, social, emotional and mental health needs.</li> <li>Experience of working with families to improve outcomes for pupils.</li> <li>Experience of working collaboratively with other professionals and agencies.</li> <li>Experience of delivering specific primary learning interventions.</li> <li>Experience of leading learning tasks for a group of pupils.</li> <li>Experience of leading TAF meetings and providing challenge to external agencies where needed to ensure positive outcomes for pupils and their families.</li> </ul> | A<br>A<br>A<br><br>A<br>B<br>B<br>A<br>A<br>A<br>A<br>B | A/I<br>A/I<br>A/I<br><br>A/I<br>A/I<br>A/I<br>A/I<br>A/I<br>A/I<br>A/I |
| <b>Aptitudes, skills and competencies:</b> | <ul style="list-style-type: none"> <li>Understanding and experience of primary learning programmes/interventions.</li> <li>Understanding of child development, learning and nurture principles.</li> <li>Understanding and commitment to the Trust's equality and diversity policy and how this relates to the duties of the job.</li> <li>Knowledge of the primary national curriculum applicable to the school.</li> <li>Understanding of safeguarding issues and procedures.</li> </ul>   | A<br>A<br>B<br><br>A<br>B                               | A/I<br>A/I<br>A/I/SP<br><br>A/I/SP<br>A/I/SP                           |

|  |   |  |  |
|--|---|--|--|
|  | <ul style="list-style-type: none"> <li>▪ Effective use of ICT to support learning.</li> <li>▪ Ability to assist the teacher in planning class activities.</li> <li>▪ Ability to communicate effectively with pupils, staff, mainstream schools and other professionals</li> <li>▪ Ability to relate to pupils from diverse/social backgrounds.</li> <li>▪ Ability to work as a team member.</li> <li>▪ Ability to work with pupils exhibiting challenging behaviours.</li> <li>▪ Ability to engage and work effectively with hard to reach parents and key family members.</li> <li>▪ Willingness to lead extra-curricular activities.</li> <li>▪ Ability and willingness to drive the school minibuss and obtain business insurance on own car insurance.</li> <li>▪ Willingness to work alongside a school dog on a daily basis.</li> </ul> | A<br>A<br>A<br><br>A<br>A<br>A<br>A<br>A<br>A<br>A | A/I/SP<br>A/I/SP<br>A/I/SP<br><br>A/I/SP<br>A/I/SP<br>A/I/SP<br>A/I/SP<br>A/I/SP<br>A/I/SP<br>A/I/SP |
| <b>Special conditions/additional factors :</b> | <ul style="list-style-type: none"> <li>▪ Motivated to work with pupils with a wide range of learning, social, emotional and health needs.</li> <li>▪ Emotional resilience in working with pupils who exhibit challenging behaviours.</li> <li>▪ The post holder may be required to work outside of normal school hours on occasion, with due notice.</li> <li>▪ Willingness to be flexible and adaptable in a variety of situations.</li> <li>▪ Willingness to undergo an enhanced DBS check.</li> <li>▪ Understanding of relevant policies/codes of practice and awareness of relevant legislation.</li> <li>▪ Commitment to ongoing personal training and development.</li> <li>▪ Willingness to work offsite with pupils and families</li> <li>▪ Willingness to work across the Multi Academy Trust in different Key Stages.</li> </ul>    | A<br><br>A<br>A<br><br>A<br>A<br>A<br>A<br>A       | A/I<br><br>A/I<br>A/I<br><br>A/I<br>A<br>A/I<br>A/I<br>A/I   |

Please make sure that you demonstrate your ability to meet the requirements of the job by giving clear, concise examples of how you meet each criterion on your application form.

The letters A, B and C in the “Rank” column refer to the importance we will give your answers when we read your application.

- You must have all the criteria ranked ‘A’ to be considered for the post;



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- The criteria ranked 'B' are desirable, not essential and could be developed when in post.

Registered address: Ethos Academy Trust, c/o Reach Academy, Field Hill Centre, Batley Field Hill, Batley, WF17 0BQ. A charitable company limited by guarantee registered in England and Wales (company number: 10745840).