

INCLUSION SUPPORT WORKER

Job Description

Introduction

As part of Wellspring Multi Academy Trust, Joseph Norton Academy is the only special school in Kirklees catering for pupils in Key Stages 2-4 with severe and complex Social, Emotional and Mental Health difficulties (SEMH). Joseph Norton Academy is the same as any other school in that we have high expectations of our pupils; build a secure and happy atmosphere in which pupils can learn effectively; offer a broad range of subjects and qualifications, including GCSEs. However, we are different to other schools in that we organise our pupils into nurture groups; structure our day and our curriculum to support pupils with SEMH difficulties and employ specialist staff to support the special educational needs of our pupils.

As part of this specialist team, Inclusion Support Workers play an important role in helping to create a stimulating, safe and structured environment in which our pupils can realise their potential.

About the Post

This role includes providing practical support for learning and other school activities, helping pupils to develop their academic, social and emotional skills. This will involve working with small groups and/or individual pupils in and out of the classroom. As an Inclusion Support Worker, you will make considerable use of effective communication and conciliatory skills including the use of restorative practices with pupils, schools and families. You will need to be experienced at managing difficult conversations, meetings and diffusing challenging behaviour. The majority of our pupils are extremely vulnerable and can have very complex family backgrounds. You will be willing and able to travel across the Authority for work purposes when required.

Key Result Areas

Role Specific

- 1.1 Families/carers of pupils are regularly contacted and are involved in the identification of pupils needs, setting of targets and monitoring of progress in all areas. Pupils, families and schools are provided with support and advice to achieve positive outcomes and meet the needs of young people

- 1.2 Link schools and other external agencies are supported as appropriate through EHA, SEND and other processes, the modelling and use of positive handling strategies, (such as those methods utilised in TeamTeach) and in the drawing up and implementation of additional support plans, e.g. Pastoral Support Plans (PSPs), Risk Assessments (RA), Individual Education plans (IEPs) etc.
- 1.3 Pupils are engaged in all learning activities, learn effectively and make good progress
- 1.4 Pupils are supported and managed appropriately: during lessons, break times, lunchtimes; on school visits and activities and, when required, in travelling to and from school
- 1.5 Support is given to ensure pupils are successfully integrated into mainstream education, KS4 alternative provision, FE, employment or training within agreed timescales, as a result of successful staff intervention in their learning and by maintaining high expectations of all pupils to achieve
- 1.6 Support is given to ensure relevant and appropriate support processes are planned and delivered – including personalised programmes of learning, Social and Emotional Aspects of Learning (SEAL) and Assessment for Learning (AfL) – that promote positive behaviours and re-engage disaffected pupils

Generic

- 2.1 Support is given to ensure teaching resources are researched, selected and prepared that meet the diversity of pupils' needs and interests
- 2.2 Information Communication Technology (ICT) is used effectively to support learning activities and pupils' competence and confidence is increased as a result of staff's use and encouragement
- 2.3 Pupils' records of progress, attendance and attainment – including target setting and case work notes - are maintained and analysed in order to evidence interventions, actions taken, value added outcomes and successes
- 2.4 Relevant training and development/performance management to improve practice, through observation, reflection, evaluation and discussion with colleagues is participated in, as required by the Head Teacher
- 2.5 Positive and quality working practices and inter-agency liaison is in place with other schools, services and external agencies
- 2.6 Other duties and responsibilities of an equivalent nature are undertaken, as may be determined by the post holder's supervisor from time to time, in consultation with the potholder.

Miscellaneous

You will be expected to carry out your duties in line with the Academy's policies, procedures and relevant legislation. You will be made aware of these in your appointment letter, statement of particulars, induction, ongoing performance management and development through school communications.

As part of your wider duties and responsibilities you will be required to promote and actively support the school's responsibilities towards safeguarding. Safeguarding is about keeping people safe and protecting people from harm, neglect, abuse and injury. It is about creating safe places, being vigilant and doing something about any concerns you might have. It isn't just about the very old and the very young, it is about everyone who may be vulnerable.

RESPONSIBLE TO: Head Teacher

RESPONSIBLE FOR: NA

Competencies

In order to be shortlisted for this post, you will need to demonstrate using examples in your application that you have experience and competencies listed below. Competence may be demonstrated through knowledge, experience, skills, abilities, education, training, work and other activities. In your response you should describe the activity you have chosen to demonstrate your competency, describe what happened and what the outcome was and how this relates to the post you are applying for.

For the **core competencies** you should show how you meet each competency area only, not each individual example.

For the **technical competencies/experience** please ensure each individual example is demonstrated.

If you are successful in reaching the interview/selection stage, you may be required to undertake practical tests to assess technical/core competencies.

We recognise and welcome our responsibility to remove any barriers in our Recruitment and Selection process for disabled people. We have tried to do this, but if you have a disability and identify any barriers in the job description, please tell us of these in your application. We are committed to making reasonable adjustments to the job wherever possible and it would help us to know your needs in order to do this.

LEVEL 2

Achieving Results - Core Competency	
Description: Ensure that they and their team / organisational area deliver to the required standards and contribute towards setting the required standards.	
Indicator	Where identified

<ul style="list-style-type: none"> ▪ Performs in a consistent and effective way reflecting on own/team performance. ▪ Learns from and corrects mistakes where necessary. ▪ Meets required individual, team and broader objectives. 	Application Form/ Selection Process
Communication - Core Competency	
Description: Communicates with a range of people on a range of matters.	
Indicator	Where identified
<ul style="list-style-type: none"> ▪ Is approachable, open and constructively manages barriers to effective communication. ▪ Presents a positive image of themselves and improves communication through the use of communication skills. ▪ Keeps accurate and complete records consistent with legislation policies and procedures. 	Selection Process

Continuous Improvement and Change - Core Competency	
Description: Is receptive to and makes changes in own and team/organisational practices, offers suggestions for and assists in implementing improvement to services.	
Indicator	Where identified
<ul style="list-style-type: none"> ▪ Adapts own and team/organisational ways of working as appropriate. ▪ Is positive about change and encourages others to adapt to and implement change. ▪ Actively seeks others suggestions and puts forward own constructive ideas on improving services for customers. ▪ Considers and translates suggestions into practical ways of improving services. 	Application Form/ Selection Process

Customer Focus - Core Competency	
Description: Ensures that they and their team provide an effective service to customers.	
Indicator	Where identified
<ul style="list-style-type: none"> ▪ Encourages the collection of customer feedback and uses feedback to monitor own and team performance. ▪ Ensures that the service is delivered in a friendly, professional and responsive manner. ▪ Ensures that the team deals with customer complaints and compliments effectively. 	Selection Process

Leadership - Core Competency	
Description: Demonstrates a positive approach leading and supporting the team.	
Indicator	Where identified
<ul style="list-style-type: none"> ▪ Understands how their role and team's role links to wider service and organisational objectives. ▪ Motivates other to gain their commitment. 	Selection Process

Personal Development and Effectiveness - Core Competency	
Description: Understands own role requirements and those of the team or organisational area and own personal development.	
Indicator	Where identified
<ul style="list-style-type: none"> Understands their own and team or organisational area requirements and their contribution to them. Contributes to their own personal development. 	Selection Process

Team Working and Partnership - Core Competency	
Description: Encourages and helps develop teams to achieve objectives	
Indicator	Where identified
<ul style="list-style-type: none"> Treats people with respect and fairness, encouraging others to do the same. Leads, contributes and participates in team planning and encourages others to do so. Builds relationships within the team and with colleagues and partners. Provides regular feedback to the team both positive and negative. Identifies and with support resolves team problems and issues in a timely manner. 	Selection Process

Technical Competencies	
Definition: Achieving a satisfactory level of technical and professional skills and knowledge and experience, in relation to your job, keeping abreast of current developments and trends in area of expertise.	
Specific requirements for this post	Where identified
<ul style="list-style-type: none"> Mainstream school support experience in the relevant Key Stage(s) 	Application Form/ Selection Process
<ul style="list-style-type: none"> Experience of working with pupils with complex needs either in mainstream or special schools in the relevant Key Stage(s) 	
<ul style="list-style-type: none"> Good general education with high grade GCSE or equivalent in Maths and English 	
<ul style="list-style-type: none"> Willingness to undertake further training/qualifications 	
<ul style="list-style-type: none"> Awareness of safeguarding procedures 	
<ul style="list-style-type: none"> Awareness of Special Educational Needs procedures, Equality Act and other relevant guidance related to SEN and Inclusion 	
<ul style="list-style-type: none"> Ability and willingness to drive for work when required 	
<ul style="list-style-type: none"> Willingness and ability to undertake Team Teach training and work within "good practice" guidelines using a range of positive handling strategies, gradual and graded, involved in holding, guiding and escorting safety, from least intrusive to more restrictive holds 	
<ul style="list-style-type: none"> Willingness to undertake an enhanced Criminal Records Bureau disclosure. <p>Please note that a conviction may not exclude candidates from appointment but will be considered as part of the recruitment process.</p>	