

Job Description



Academy	Birstall Primary Academy
Job title	Inclusion Support Worker
Grade	Grade 8
Accountable to	Principal
Line manager	Inclusion Lead

Purpose of the role

To provide support and guidance to children who are experiencing difficulties in learning due to social, emotional or mental health (SEMH) problems or any other related issues.

What this role serves to achieve

To support the work of the academy in raising the achievement and aspirations of children in particular by providing support to on an individual basis to children and families where SEMH issues or other such issues (attendance, behavior, environmental and so on) are proving to be barriers to the child's educational progress.

Without hesitation, requirements of this role are to:

- Promote inclusion and acceptance of all pupils.
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
- Promote confidence and independence in all pupils; and,
- Establish constructive relationships with parents as well as external agencies.

The following list serves to describe key responsibilities. It is not exhaustive, and you may be required to undertake other duties which fall within the grade of job, in discussion with the line manager.

Safeguarding

- To be fully committed to safeguarding children at all levels and to act as one of the school's Deputy Designated Safeguarding Lead (DDSL).
- To support the DSL in ensuring policies, procedures, systems, structures, resources and training are in place to promote the welfare and protection of children.
- To regularly review safeguarding cases with the Designated Safeguarding Lead to establish next steps.
- To ensure the absolute confidentiality of all documentation relating to Safeguarding and to distribute any new information concerning the Safeguarding of children to relevant parties.
- To ensure CPOMS is used to record all incidents relating to safeguarding across the school.
- To maintain CPOMS and provide reports for monitoring and evaluation purposes as required to feed into SLT meetings and the decision-making processes.
- To contribute to plans, reviews and pupil evaluation by writing reports on individual progress and attend meetings as required.
- To access Early Help for vulnerable children and families, liaising with external professionals appropriately.
- Monitor the impact of your role and report to the senior leadership team and governing body the impact of your work.

- To be responsible for positively promoting safeguarding and the welfare of children within the school, ensuring displays, leaflets and literature are current and help signpost others to right support.

Attendance

- To monitor attendance and punctuality throughout the school and to plan appropriate interventions with pupils and families
- To ensure all registers are completed and all unexplained absences are accounted for
- To check and remind any necessary staff to complete registers and provide updates for staff on student attendance.
- To follow school policy of 'first day contact' with parents/carers
- To work with parents of targeted pupils to improve attendance and punctuality, including organise meetings or doorstep/home visits
- To produce, update and interpret information relating to attendance patterns.
- To produce half termly reports to monitor the attendance of vulnerable students and determine appropriate levels of intervention.
- To follow Attendance policy and send out letters ie *PA or late letters*, as required.
- To ensure good attendance and punctuality is recognised and celebrated

Prevention through Parental Engagement and Support

- To work directly with parents in a non-judgemental way, signposting them to get the most out of the opportunities available, whilst maintaining confidentiality at all times.
- To provide parenting support and information, with children needing particular support to achieve goals defined in the action plan.
- To ensure a swift and easy access to health, social and other associated services.

Whole School Targeted Support

- To challenge and motivate pupils, promote and reinforce self-esteem
- In conjunction with the Inclusion Lead, promote the mental health and emotional wellbeing of all children in the school community including accessing training for yourself in order to deliver learning programmes to children.
- Support teachers and support staff to implement packages of support for all pupils in classrooms eg *emotion coaching, therapeutic learning environment*
- To work within classrooms where needed to support wider issues that affect larger groups of pupils eg *Stranger danger, online bullying, racism and so on*

Individual Pupil/Targeted Group Support

- To be responsible for developing pastoral programmes for small groups of children under the direction of the Inclusion Lead or outside agencies.
- To support with the physical and emotional well being of pupils and secure targeted support for individuals where appropriate eg *low self-esteem, bereavement and so on*
- implement individual support programmes for specific pupils who are at risk of becoming disengaged with learning
- To develop a mentoring relationship with pupils needing support, with the aim of achieving goals identified in pupil action plans
- To maintain accurate records of work for each assigned pupil/groups of pupils and update at least weekly.
- To meet regularly with the designated Line Manager to report on progress with assigned pupils.

Support with Transition

- To work closely with staff responsible for the speedy and effective transfer of pupil information for pupils on entry to the school and between key stages ie *cpoms, documentation relating to referrals, CTFs, assessment data and so on*
- To assist with the transfer of information within schools and help to ensure that arrangements for those leaving school mid-term are managed properly.
- To support parents of Year 6 pupils with the transition to secondary education and those attending PVLs to primary school
- To assist pupils and families new to the country and the school in understanding the education system, school routines and how best they can support achievement.

Lunchtimes Supervision

- To be responsible to the Principal for the effective supervision and management of pupils in and about the premises and site of the school during lunch times.
- This includes the line management of midday staff.
- To provide a varied menu of activities at both break and lunch times
- To maintain dialogue with key staff involved with pupil, through supervision and provide strategies for them to use in class

General duties

- To be the single point of contact when agencies contact staff about individual cases eg *Education safeguarding, new school request for information*
- To be the single point of contact when completing referrals/grant applications to service providers from school for requests for external support to assist pupils eg *CME, Let June Make A Difference*
- To carry out and complete the administrative duties alongside office staff as are relevant to the role ie *download minutes of SA meetings from anycomms etc.*
- To keep up to date with information management systems eg *Integris, Parent Hub, Eduspot.*
- Keep the SLT up to date with current issues through reporting mechanisms
- To provide reports for governors and attend meetings when necessary.
- Proactively seek training and models of good practice which school can adopt.
- To network with others eg *DSLs, Attendance Officers, Learning Mentors* within the Trust and LA to share ideas and best practice.
- Support with the induction of newly recruited staff.

PLEASE NOTE:- The post holder may be required to work outside normal school hours on occasion, with due notice.

Fulfill Wider Professional Responsibilities

- Make a positive contribution to the wider life and ethos of the Academy and the Trust.
- Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.
- Liaise with external agencies with regard to pupil progress, safety and welfare.
- Work with other staff across the Trust and in other maintained Schools or other Academies.
- Communicate effectively with parents with regard to pupils' achievements and well-being.

Personal and Professional Conduct

An Academy professional is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a person's career.

Teachers and support staff must uphold public trust in the teaching profession and maintain high standards of ethics and behaviour, within and outside the Academy, by:

- treating pupils, staff, parents and visitors with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to an adult working in an Academy environment;
- having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions;
- showing tolerance of and respect for the rights of others;
- not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs; and
- ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.

Professionals working in the Focus-Trust must have proper and professional regard for the ethos, policies and practices of the Academy and the Trust, and maintain high standards in their own attendance and punctuality.

Professionals must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities; and within the policies, handbooks and guidelines of the Academy and of the Focus-Trust.

The post holder will:

- Be expected to actively support work and ethos of the Focus-Trust.
- Be expected to undertake such additional duties as may reasonably be requested by the Principal or their representative.
- Respect confidentiality of staff, pupils, families and visitors and not breach this trust. Any breaches of confidentiality must be reported to the Principal immediately.
- Participate in arrangements for appraisal and in the identification of areas in which s/he would benefit from training and undergo such training.
- Proactively keep abreast of developments in relation to the post, and whenever possible and appropriate, attend professional development opportunities.
- Comply with and support all policies related to equal opportunities and safeguarding children.

This job description is neither exhaustive nor exclusive, and it may, after consultation with the post holder be subject to modification and amendment in accordance with the needs of the academy.

**Person Specification
Inclusion Support Worker
Birstall Primary Academy**



	Attributes		Relevant Criteria	How Identified	Rank
1	RELEVANT EXPERIENCE	1.1	Previous experience of working with and meeting the needs of vulnerable people	Application Form Selection Process	E
		1.2	Experience of working within an educational setting.		D
		1.3	Experience of developing effective working relationships with colleagues and from a wide range of external agencies.		E
2	EDUCATION AND TRAINING ATTAINMENTS	2.1	Educated to GCSE level or above including English and Maths or be able to demonstrate ability to work at this level.	Application Form	E
		2.2	Minimum NVQ Level 3 or equivalent qualification in a relevant subject e.g. education, health or social care.		D
		2.3	Training in relevant strategies for the role.		E
3	GENERAL AND SPECIAL KNOWLEDGE	3.1	An understanding of relevant legislation, policies and codes of practice, eg. Child protection & safeguarding, data protection and freedom of information.	Application Form Selection Process	E
		3.2	A working understanding of National Curriculum and other learning programmes/strategies used in schools.		D

		3.3	A good understanding of child development and learning.		E
		3.4	Knowledge of common assessment framework and available support services and referral routes.		D
		3.5	Understanding and commitment to the Local Authority's Equality and Diversity Policy and how this relates to the duties of the job.		E
4	SKILLS AND	4.1	Ability to relate to children/young people from diverse social backgrounds.	Application Form Selection Process	E
		4.2	Ability to forge positive working relationships with families in sometimes challenging circumstances.		E
		4.3	Ability to work as a team member and on own initiative.		E
		4.4	Ability to provide support to children and young people displaying difficulties when it comes to accessing school and the curriculum		E
		4.5	Ability to communicate effectively, displaying tact and diplomacy, to develop and maintain positive relationships with children/young people, school staff, parents and external agencies.		E
5	COMPETENCIES	5.1	Ability to use IT systems and packages to produce reports, records and contribute to policy development.		E
		5.2	Ability to analyse and interpret information, maintain records and prepare complex reports		E

			e.g. court and review reports, management reports.		
		5.3	Ability to assess the needs of individual and/or their families.		D
		5.4	Develop and undertake inter-agency cross sector working.		E
		5.5	Able to collaborate with colleagues and agencies to develop and implement support programmes (also through line management)		E
		5.6	Ability to disseminate information and demonstrates a consultative approach to communication.		E
		5.7	Able to anticipate workload and plans ahead to manage workload peaks.		E
6	ANY ADDITIONAL FACTORS	6.1	Commitment to ongoing personal training and development.	Application Form Selection Process	E
		6.2	Willingness to undertake an enhanced Disclosure and Barring Service check.		E

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 criteria on your application form.

The letters E and D in the last column refer to what is deemed 'Essential' and what is deemed 'Desirable' when we read your applications and/or through the selection process. You must have all the Essential requirements to be able to do the job, you need to have all the Desirables to do the job effectively, but they could be learnt during the induction.

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 or employee specification, 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.

Where criteria are to be identified through the "Selection Process", this may involve written exercises, group discussions, presentations, interview etc.