

JOB DESCRIPTION

JOB TITLE:	Inclusion Learning Assistant
RESPONSIBLE TO:	Inclusion Centre Manager
GRADE:	Grade 4 (Points 19-23 £18,376 - £20,849 pro rata) Actual salary £9,412.45 - £10,679.15
HOURS:	22.5 Hours per week Term Time Only

Job Purpose

To work as part of the Inclusion Team in partnership with the Pastoral Team in developing and implementing personalised intervention programmes for each pupil who has been identified as needing support in terms of progress, learning, achievement, emotional well-being, behaviour, attendance, engagement, friendship forming, aspirations, or motivation.

Based in the Orchard Centre reporting directly to the Inclusion Centre Manager and the Assistant Head Teacher (Community).

Key Responsibilities

- Work as part of a specialist team at the Inclusion Centre to ensure all pupils at the centre have the best possible chance of success whilst working in line with school expectations and the school ethos
- Develop and personalise a range of programmes, activities, courses, and opportunities to provide extra support for identified pupils.
- Liaise closely with teaching and teaching support staff to provide personalised support for identified pupils that leads to them engaging in learning and achieving in line with their potential.
- Build positive relationships with parents of identified pupils and communicate with them regularly.
- Attend and actively participate in regular inclusion meetings and carry out agreed action points from the meetings.
- Manage and deliver the intervention of identified pupils for the key stage (3 or 4) and monitor the impact of the intervention, reporting to the Heads of Year, Pastoral Team and teaching staff on the progress being made with the pupil.
- Formally report to the Heads of Year every half term on the developments of identified pupils in their year groups due to the intervention taking place.
- Contributing to child welfare and protection, keeping up to date with the latest procedures and regulations and ensuring attendance at appropriate INSET training and meetings.
- Systematically maintain logs and records of support implemented for each individual pupil.

Specific Duties

KS3 Duties

- Plan and deliver suitable sessions to work with identified pupils on 'long term cycles' at the Inclusion Centre through one-to-one mentoring sessions that focus on self-esteem, emotional awareness, aspirations, positive behaviours, social expectations, anger management, communication with others, friendship forming, and other areas linking to pupil well-being.

- Plan and deliver suitable sessions to work with identified pupils on 'long term cycles' at the Inclusion Centre through small group work sessions to meet the needs of the cohort.
- Monitor the impact of the above through SIMS and SISRA.
- Work with identified pupils on 'short term cycles' at the Inclusion Centre as directed by the Heads of Year and Assistant Head Teacher.
- Plan and deliver tailored sessions for the KS3 pupils on the 'short term cycles' as advised by the Heads of Year on a half termly basis.

KS4 Duties

- Plan and deliver suitable sessions to work with identified pupils on 'long term cycles' at the Inclusion Centre by supporting their education by focusing on achievement in their subjects, engagement in work from subjects, completion of work, communication with teachers regarding their work, and aspirational/motivational support.
- Plan and deliver suitable sessions to work with identified pupils on 'long term cycles' at the Inclusion Centre to support independent study in core GCSE subjects.
- Support with pupil engagement during teaching sessions at the Inclusion Centre when required.
- Monitor the impact of the above through close communication with the Assistant Head Teacher of achievement and Heads of Faculty.
- Work with identified pupils on 'short term cycles' at the Inclusion Centre as directed by the Heads of Year and Assistant Teacher.
- Plan and deliver tailored sessions for the KS4 pupils on the 'short term cycles' as advised by the Heads of Year on a half termly basis.

Other Responsibilities

- To promote the safety of pupils in accordance with the school's Safeguarding Policy, responding to disclosure and reporting to the relevant lead professional.
- To take part in the school performance management system, evaluating one's own performance and planning and carrying out personal professional development.
- To take reasonable care for the health and safety of him/herself and of other persons who may be affected by his/her activities where appropriate. Safeguarding the health and safety of all persons under his/her control and guidance in accordance with the provision of health and safety legislation.

This list of duties and responsibilities is by no means exhaustive and the post holder may be required to undertake any other tasks which may reasonably be regarded as within the nature of the duties and responsibilities/grade of the post as defined, subject to the proviso that normally any changes of a permanent nature shall be incorporated into the job description in specific terms, following consultation. This job description does not form part of your Conditions of Service.

This job description is subject to regular review and appropriate modification.

Signed _____ Date _____

PERSON SPECIFICATION

Inclusion Learning Assistant

	ESSENTIAL	DESIRABLE
Education and Experience	<ul style="list-style-type: none"> • Educated to a good standard with GCSE English and Maths (A*-C) • Minimum of 2 years' experience of working with children and young people • Experience of working in a school setting • An awareness of range of needs of people from diverse ethnic, cultural and social backgrounds. • Good ICT skills 	<ul style="list-style-type: none"> • Further qualification in working with children, young people and families. • Experience of working with or in alternative provision.
Knowledge	<ul style="list-style-type: none"> • An understanding of the developmental, emotional, social and educational issues of children and young people. • Knowledge of current child protection and safeguarding practice. 	<ul style="list-style-type: none"> • Knowledge of secondary education system. • Knowledge of support services and alternative provision
Skills and Abilities	<ul style="list-style-type: none"> • Ability to deal with challenging behaviour. • Ability to act on own initiative. • Ability to motivate and encourage pupils • Ability to observe and monitor progress and maintain records. • Ability to work co-operatively as part of a team and across teams 	
Personal characteristics	<ul style="list-style-type: none"> • Able to establish and maintain professional supportive relationships with young people. • Commitment to work co-operatively with colleagues and other professionals. • Positive communication and listening skills • Patience, tolerance and sensitivity • A mature and non-judgemental outlook • Commitment to confidentiality • Commitment to pursue continuing professional development. • Enthusiasm 	