



JOB TITLE: Inclusion Support Worker
SCHOOL: Longdendale High School
GRADE: NJC Grade E – SCP 11 - 16
HOURS: 36 hours per week (term time only)

PURPOSE OF POST:

This role will include support for the inclusion and pastoral team with day-to-day behaviour management including oversight and organisation of Longdendale High School's Reflect provision (Internal Exclusion) to ensure the smooth day-to-day running of this facility for a small number of students; supporting the On-Call Team; supporting students in and out of lessons and implementing proactive and preventative interventions to ensure students are able to access the full curriculum and reach their maximum potential.

You will work under the instruction and guidance of senior staff in the inclusion & pastoral care team to support students with all aspects of their barriers to learning. This will include working with students that receive support and who may struggle to maintain positive behaviour choices, have difficulties forming friendships and effective learning habits.

As part of this supportive role, you will deliver individual and small group pastoral programmes and, where appropriate, provide additional support within the classroom environment.

KEY RESPONSIBILITIES:

Support for Students

- Supervise and provide support for students. Identifying and eradicating barriers to learning ensuring health and wellbeing for all.
- Organise work and liaise with teachers in line with lessons.
- Establish constructive relationships with students and families and interact with them according to individual needs.
- Encourage students to interact positively with others and engage in activities individually, in small groups and led by the teacher.
- Helping to resolve conflict and facilitating restorative practice.
- Working with the mental health lead to support the mental health and wellbeing of students and families.
- Set challenging and demanding expectations and promote self-esteem and independence.
- Provide feedback to students in relation to their progress.
- Track and monitor the progress of pastoral interventions.
- Support students in the school's inclusion base, the ASPIRE Centre and internal exclusion area.



- Assist in ensuring diversity is understood, promoted and accepted.
- Ensure the arrangements for students moving schools is managed correctly and to be involved in the transition and the induction processes.
- Develop and promote links with feeder primary schools to ensure effective transition.
- Use data and relationships to identify those students who would benefit from an Inclusion Support Worker and, working with others, take the lead to draw up an action plan for each child who needs support.
- To develop mentoring relationships with children who require specific support to achieve the goals and targets defined in the action plan.
- To maintain contact with families/carers of children in need of extra support to keep them informed of the children's needs and progress, and to secure positive family support and involvement.
- Plan and lead pastoral and inclusion interventions.

Support for the Inclusion Team

- Ensure the smooth running of Reflect provision by monitoring effective use of resources and oversight of daily programmes of study.
- Responsible for monitoring behaviour choices through the school's behaviour systems including SIMS, referrals and reports and where appropriate sanctioning all students using the school's behaviour policy.
- Ensure student records and filing are kept up to date.
- Responsibility for the upkeep of resources for pastoral interventions.
- Manage incoming requests for pastoral support throughout the day.
- Have regular contact with parents to discuss behaviour choices and progress of students completing interventions.
- Attend and lead meetings with parents or outside agencies where appropriate.
- To provide positive reinforcement and rewards as appropriate.

Support for Teachers

- Create and maintain a purposeful, orderly and supportive environment, and assist with the display of students' work.
- Use strategies, using the IEP's in liaison with the teacher, to support students to achieve learning goals.
- Assist with the planning of learning activities.
- Monitor students' responses to learning activities and accurately record achievement/progress as directed.



- Provide detailed and regular feedback to teachers on students' achievement, progress, challenges, etc.
- Promote good student behaviour, promptly resolving conflict and incidents in line with school policy and encourage pupils to take responsibility for their behaviour choices.
- Establish constructive relationships with parents/carers.
- Administer tests and invigilate exams.
- Provide clerical/admin. support as required.
- To work with the SENDCo, most able coordinator and class teachers to ensure that the needs of the most able and those with SEND are met.
- To help students who are under-performing in their subjects, either on a 1:1 basis outside the classroom or within lessons.
- To implement strategies and support students in self-esteem and confidence building activities.
- To listen to students and help them resolve a range of issues that are creating barriers to their learning.
- To set up and run breakfast, break and lunchtime clubs.
- To organise drop-in sessions, where students can discuss their needs.
- To collect witness statements as and when necessary.
- To use restorative justice practices to break down barriers between members of our community.

Support for the Curriculum

- Undertake structured and agreed pastoral activities, adjusting activities according to student responses.
- Undertake programmes linked to local and national strategies e.g. behaviour interventions and record achievement and progress and feedback as required.
- Prepare, maintain and use equipment/resources required to meet the relevant pastoral activities and assist students in their use.

Support for the School

- To be aware of and comply with policies and procedures relating to child protection, safeguarding, behaviour and rewards, confidentiality and equal opportunities.
- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns in line with policy.
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.



- Contribute to the overall ethos/work/aims of the school.
- Appreciate and support the role of other professionals.
- Attend and participate in relevant meetings as required.
- Participate in training and other learning activities and performance development as required.
- Assist with the supervision of students out of lesson times, including before and after school, break times and at lunchtime.
- Accompany teaching staff and pupils on visits, trips and out of school activities as required and take responsibility for a group under the supervision of the teacher.
- To report on the implementation of action plans to the Senior Inclusion Lead.
- Support the school, students and families during the transition period from primary to secondary school including summer school.
- To attend parents evenings/evening events that link into the role of Inclusion Support Worker.

Key Requirements

- Able to remain calm under pressure.
- Willingness to undertake appropriate training.
- NVQ Level 2 for Teaching Assistant or equivalent qualification and/or a minimum of 2+ years relevant experience.
- Numeracy and literacy skills equivalent to GCSE Grade C/level 4 or above in English and Maths.
- Training and/or knowledge of relevant learning strategies.
- Approach challenges positively and maintain a balanced outlook in the face of adversity.
- Competent in effective use of ICT to support learning.
- Competent in the use of other appropriate equipment.
- Working knowledge and understanding of implementing relevant learning programme and strategies.
- Good understanding of child development and learning processes.
- Constantly improve own practice/knowledge through self-evaluation and learning from others.
- Ability to engage effectively with children and adults.
- Work constructively and effectively as part of a team.



General Requirements

- Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.
- Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.
- Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.
- The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.
- Employees are expected to subscribe to the School Improvement Plan.

This job description is current at the date shown, but following consultation with you, may be changed by Management to reflect or anticipate changes in the job which are commensurate with the salary and job title. The post holder will be expected to participate in the school appraisal programme for staff and to participate in appropriate staff training and development activities.

The person appointed must at all times work within the requirement of the Health and Safety at Work Act 1974, current Health and Safety legislation and the school's policies and procedures.

Longdendale High School is part of the Multi Academy Trust, Stamford Park Trust who is the employer for all staff.