



Job description:

Job details

Salary: As published on the advert

Hours: 21 (working days are to be confirmed)

Contract type: fixed term until August 2025. This could be extended and made permanent

Reporting to: Headteacher and SENCo

Responsible for: Providing targeted interventions for pupils with behavioural and pastoral needs

Main purpose

JOB DESCRIPTION – Specialist Inclusion Support	
Role reports to: Headteacher & SENCo	Roles reporting to post:
<p>Main purpose of job</p> <ul style="list-style-type: none"> • To provide targeted interventions and mentoring for pupils with Behavioural and Pastoral needs • Establishing therapeutic relationships with pupils and interacting with them according to their individual needs • Developing a holistic approach that is aligned to Hertfordshire Steps approach that enables learners to make progress by working with school staff, parents and external agencies. • To encourage students to interact and work cooperatively and engage all students with their learning. • To uphold and promote the child protection and safeguarding policies and procedures and ensure they are adhered to by all staff • To uphold and lead upon Attendance and punctuality concerns that are a barrier for students. • To promote the health, safety and wellbeing of students 	
Main duties:	
Support for pupils	
<ul style="list-style-type: none"> • Be available and present in the building, for support with behaviour during teaching times and break periods • Deliver targeted interventions; one to one or in small groups to students with Behavioural and Pastoral needs • Liaise with SLT and the Inclusion Team to identify students in need of support. • Provide whole class teaching opportunities and workshops for students/classes. • To help students develop resilience and independence – forming positive relationships with staff and peers • Through positive relationships with students identify barriers to learning that may affect individuals and work closely with Leaders and SLT to address these barriers through a number of strategies • Assess the needs of pupils and use detailed knowledge and specialist skills to support pupils' learning • Establish productive working relationships with pupils, acting as a role model and setting high 	

expectations

- Promote the inclusion and acceptance of all pupils within the classroom
- Support pupils consistently whilst recognising and responding to their individual needs
- Encourage pupils to interact and work co-operatively with others and engage all pupils in activities
- Promote independence and employ strategies to recognise and reward achievement of self-reliance
- Provide feedback to pupils in relation to their behaviour, engagement and attitudes.
- Liaise with SLT, DSL's and all staff on a regular basis.
- Communicate with parents by telephone and/or face to face - attend parental/carers meetings as may be required
- Work with administrative support and DSL Team to produce key data for behaviour

Support for Teachers and SLT

- Liaise and co-ordinate with teaching staff to support targeted pupils in order to improve behaviour and attitude to learning and to provide strategies which they can implement to overcome barriers to learning
- Assist with the planning of behaviour activities to ensure maximum inclusion.
- Promote good student behaviour, dealing promptly with conflict and incidents in line with established policy and encourage students to take responsibility for their own behaviour.
- Monitor playground behaviour for identified pupils
- Establish supportive relationships with parents and carers
- Work within an established discipline policy to anticipate and manage behaviour constructively, promoting self-control and independence
- Provide 'on-call' support to SLT and teachers for children who are escalated and provide support in managing that behaviour and when required support with the use of Therapeutic Thinking. Work as a member of the team using methods as required to manage distressed and escalated behaviours and conflicts safely and respectfully ensuring:
- Contribute to Planned Risk Assessments for more challenging students

Support for Parents

- Support colleagues in meetings with parents/carers
- Liaise with parents/carers regarding serious breaches of school expectations (i.e. re-integration meetings)
- Make contact with parents/carers, meeting when required, to discuss all matters relating to behaviour
- Supporting the role of parents in pupils' learning and contribute to/lead meetings with parents to provide constructive feedback on matters relating to behaviour, and pastoral needs
- Liaise with appropriate outside agencies to refer, signpost or support parents and children experiencing difficulty
- Give clear and consistent messages regarding school policies and practice to students, parents/carers and members of the school community.

Support for the School

- To monitor students with behaviour issues using the available data and monitor the impact of interventions.
- Comply with and assist with the development of policies and procedures relating to child protection, health, safety and security, confidentiality, and data protection, reporting concerns to an appropriate person
- 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
- Participate in own training and other CPD as required
- Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils
- Recognise own strengths and areas of specialist expertise and use these to lead, advise and support other
- Make use of email and internet for communication and research

Support for Safeguarding and Child Protection

- Liaise with all staff and SENCO, on matters of safety and safeguarding and welfare (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies so that children's needs are considered holistically
- Liaise with the senior mental health leads in local agencies and, where available, the mental health support team, where safeguarding concerns are linked to mental health
- Promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances
- Promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on children's attendance, engagement and achievement at school
Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and in any measures the school or college may put in place to protect them, and,
- Understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication
- Complete CPOMS to record and monitor incidents
- To be fully aware of safeguarding issues/indicators and report any appropriate information to a Designated Safeguarding Lead immediately
- Work closely with the School Safeguarding Team to ensure student welfare is at the centre of the work carried out.
- Engage in regular Team Around the Child meetings for children presenting with challenging issues and behaviours

Support for the School

- To track the progress of students with SEMH./Behavioural needs using the available data and monitor the impact of interventions
- Comply with and assist with the development of policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting concerns to an appropriate person
- 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
- Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils
- Take the initiative as appropriate to develop appropriate multi-agency approaches to supporting pupils
- Recognise own strengths and areas of specialist expertise and use these to lead, advise and support others
- Make use of email and internet for communication and research

Line management responsibilities where appropriate

- Advise support staff on strategies to manage and support children with challenging behaviour
- Liaise between managers/teaching staff and teaching assistants
- Represent support staff at teaching staff/management/other appropriate meetings

All employees have the responsibility to:

- Ensure any documentation produced is to a high standard and is in line with the brand style
- Be aware and comply with all policies and procedures relating to safeguarding, child protection, health, safety and security, confidentiality and data protection, reporting all concerns to the appropriate person
- Participate in training and other learning activities as required
- Participate in the school Performance Management process
- Provide appropriate guidance and supervision and assist in the training and development of staff as appropriate
- To promote the area of responsibility within the school and beyond
- To represent the school at events as appropriate
- To support and promote the school ethos
- To undertake any other duties and responsibilities as required that are covered by the general scope of the post
- To undertake any other reasonable duties at the request of the Headteacher

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.

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the Inclusion Support will carry out. The postholder may be required to do other duties appropriate to the level of the role.

PERSON SPECIFICATION	
Competency	Essential/Desirable
Qualifications:	<p>Essential</p> <ul style="list-style-type: none"> • Level 4 Qualification in an appropriate subject area or ability to demonstrate equivalent level of experience and/or knowledge • GCSE English and Maths at Grade C or above equivalent <p>Desirable</p> <ul style="list-style-type: none"> • Certificate of Safeguarding lead (DSL) training (or willingness to train) • Evidence of study at Degree or Equivalent Level • Relevant qualifications and/or training (e.g. Attendance, Lego therapy, drawing and talking, creative therapy etc.) • Specialist skills/training
Experience:	<p>Essential</p> <ul style="list-style-type: none"> • Successful experience of handling difficult and sensitive situations • Relevant and recent experience of working with children and young people in a formal setting • Experience of dealing with complex behaviour/emotional needs • Experience of dealing with students that may demonstrate challenging behaviour • Experience of pastoral work within a secondary environment • Experience of working with colleagues in other teams or from other institutions <p>Desirable</p>

	<ul style="list-style-type: none"> • Experience of working with colleagues in other teams or from other institutions • Attending recent and relevant in- service training • Experience of working in an SEMH setting • Experience of working in a PRU setting • Experience of developing change strategies according to student need
Knowledge, Skills, Experience and Behaviours	<p>Essential</p> <ul style="list-style-type: none"> • Have an understanding of mental health issues that affect young people and be able to adapt their working practices to each individual child. • A good working understanding of Behavioural needs of young people. • An awareness of policies and procedures relating to child protection, health, safety and security, confidentiality and data protection • Ability to communicate school vision and ethos • Thorough understanding of the issues surrounding the safeguarding of children and commitment to child welfare and safety <p>Desirable</p> <ul style="list-style-type: none"> • Good understanding of child development and learning processes • A good working understanding of SEMH needs of young people. • Ability to apply therapeutic strategies manage behaviour and learning. • Full working knowledge of relevant policies/codes of practice and awareness of relevant legislation • First aid trained or willing to undertake
Planning, Organisation and Mental challenge:	<p>Essential</p> <ul style="list-style-type: none"> • Ability to work flexibly and constructively as part of a team, understanding school roles and responsibilities and own position within these • Ability to self-evaluate, reflect and change strategies according to student need • Highly organised and efficient • Hard worker who is able to take on any required task • Able to undertake Risk Assessments 'in the moment' • Ability to remain calm and reassuring when students are escalating
Interpersonal & Communication	<p>Essential</p> <ul style="list-style-type: none"> • Ability to manage difficult conversations with a range of audiences including students, parents/carers, colleagues and external contacts • Ability to produce written reports and present to colleagues, governors, agencies • Proactive with the ability to use own initiative to identify and solve problems • Ability to work independently and as part of a team • Good interpersonal skills with the ability to enthuse and motivate others and develop effective partnerships
Physical Skills and Demands:	<ul style="list-style-type: none"> • Proficient in the use of Microsoft Office and other systems e.g. Scholar Pack, CPOMS, or similar • Ability to extract data from school systems/records, and analyse to formulate plans for support

Initiative & Independence	<ul style="list-style-type: none">• Innovative and willingness to take risks• Ability to self-manage workload• Ability to work autonomously and as part of a team• Ability to influence strategic decision making
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Notes:

This job description may be amended at any time in consultation with the postholder.

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Last review date: June 2024

Next review date: June 2025