



Inclusion Assistant  
Grade: H4

### **Main purpose**

To work as part of the Inclusion Team to support the effective day to day operations of the school. To facilitate and implement the school's behaviour intervention and liaise with teachers, outside agencies and families. To provide targeted interventions and mentoring for students with behavioural and pastoral needs. To establish therapeutic relationships with pupils and interact with them according to their individual needs, allowing them 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.

### **Key responsibilities**

1. Provide learning activities for individuals and groups of pupils under the professional direction and supervision of a qualified teacher, differentiating and adapting learning programmes to suit the needs of allocated pupils.
2. Assess, record and report on development, progress and attainment as agreed with the teacher.
3. Monitor and record pupil responses and learning achievements, drawing any problems which cannot be resolved to the attention of the teacher.
4. Plan and evaluate specialist learning activities with the teacher, writing reports and records as required.
5. Select and adapt appropriate resources/methods to facilitate agreed learning activities.
6. Support pupils in social and emotional well-being, reporting problems to the teacher as appropriate.

### **Key Responsibilities Inclusion Assistant**

1. Maintaining the school Provision List and SEN Status List on Arbor.
2. Organising and creating toilet/time out passes for students liaising with Directors of Learning.
3. Creating resources for students and staff, such as cheat sheets and tutorials for LSAs as well as shared documents for collating behaviour records.
4. Supporting/ managing the daily operations for Inclusion, including regulating behaviour, de-escalating situations, pastoral care and safeguarding students when they are in a vulnerable state.
5. Registering students on Arbor for attendance purposes and managing which students have access to inclusion and updating the Inclusion timetable.
6. Organising work for students working in Inclusion.
7. 1:1 mentoring and scaffolding for some students working in Inclusion.
8. Assuring that all EHCPs and most SEND students have sufficient support from LSAs in their lessons and maintaining the LSA timetables using shared Google sheets.
9. Assigning lessons and backup lessons for LSAs as well as scheduling shadowing timetables for new LSAs.
10. Liaising with teaching staff to arrange readers/scribes for class tests where needed.
11. Typing up information and distributing it to the department.

## **Learning Support Assistants in this role may also undertake some or all of the following:**

1. Establish and maintain relationships with families, carers and other adults, e.g., speech therapists.
2. Supervise the work of other support staff/trainees
3. Invigilate exams and tests.
4. Escort and supervise pupils on educational and out of school activities.
5. Guide and support pupils in their personal, emotional and social development.
6. Prepare and present displays.
7. Be involved in planning, organising and implementing individual development plans for pupils (such as Individual educational plans), including attendance at, and contribution to, reviews.
8. Work with pupils not working to the normal timetable.

The duties and responsibilities listed above describe the post as it is at present. The post holder is expected to accept any reasonable alterations that may from time to time be necessary.

### **Job Context**

- The jobholder is one of a team of teachers and assistants who support the learning of pupils. Flexibility by all staff is important in order to meet the varied needs of pupils.
- Work will follow the learning patterns appropriate to the school day and year group under the direction, guidance of the classroom teacher.
- Under the direction of a teacher, takes responsibility for providing learning activities for groups of pupils, assessing pupil needs on a lesson-by-lesson basis and differentiating and altering learning programmes as appropriate. Supports learning by selecting suitable activities/methods for learning activities.

### **Knowledge, Skills & Abilities**

- Knowledge and skills in supporting teaching and learning in a secondary school setting.
- Resolves problems in relation to providing learning activities.
- May contribute to planning of activities for the session, day or week.
- Communicates with pupils to promote learning, including assessing the impact of the communication on recipients and adjusting approach as necessary. Exchanges information with staff, parents/carers.
- Knowledge and compliance with policies and procedures relevant to child protection and health and safety.
- Setting up and use of educational equipment and/or keyboard skills

### **Supervision**

- The jobholder will be managed by the SENCO and will also work with several teachers.
- Day to day direction/supervision will usually come from Inclusion Manager.
- May occasionally support, advise and/or monitor less experienced teaching assistants/students.
- Some day-to-day allocation of work to other staff, requiring occasional supervisory responsibility.
- The post holder may demonstrate own duties to new or less experienced staff.

### **Problems, Demands & Decisions**

- Working with individuals or groups of pupils requiring mental and sensory concentration; work is regularly interrupted as part of the normal working pattern.
- Occasionally exposed to emotionally demanding behaviours and situations as a result of attending to pupils' personal needs and assisting with behaviour management.
- May have demands arising from ongoing involvement with pupils with special educational needs

**Dimensions**

- May handle small amounts of cash e.g., for school visits.
- Responsible for selecting and/or ordering supplies in liaison with the business and administration function, under direction.
- May be issued with a laptop where appropriate, other equipment in use will likely be for short term use to aid teaching and learning.
- Responsible for the careful and safe use of equipment such as play and standard ICT equipment.
- Will record confidential pupil data.

**Working Environment**

- Some exposure to unpleasant conditions, including noise; outdoor working; verbal abuse.
- The job may include clearing up blood or other bodily fluids of children after accident or sudden illness.

Signed : .....

Date: .....