



## St Ursula's Convent School

<b>TITLE</b>	Inclusion Support Assistant
<b>SCALE</b>	Scale 4, sp 7-10 depending on experience
<b>WORKING PATTERN</b>	35 hours per week Normal work pattern 08:00-16:00 Term Time including INSET days (39 weeks)
<b>RESPONSIBLE TO</b>	SENco
<b>CONTRACT</b>	Permanent, following successful completion of a 6 month probationary period

### MAIN PURPOSE OF THE JOB

Working under guidance of teaching staff: provide support in addressing the needs of pupils who require particular help to overcome barriers to learning. This job description is not exhaustive or prescriptive and the role is subject to change and development. It is envisaged that the precise responsibilities may change as they are dependent upon the needs of the students. St Ursula's expects its staff to be flexible in their responses to meeting the everchanging needs of the students on our roll. However, whilst the specific duties may change any change in duties would be in line with the nature and grade of this post.

### SUMMARY OF RESPONSIBILITIES AND DUTIES

#### SUPPORT FOR PUPILS

- Provide pastoral support to pupils as directed
- Receive and supervise pupils excluded from, or otherwise not working to, a normal timetable
- Attend to pupils' personal needs and provide advice to assist in their social, health & hygiene development, this to include providing first aid, personal care and toileting for students
- Monitor and assist with any specialist equipment as required under the direction of a teacher
- Participate in comprehensive assessment of pupils to determine those in need of particular help specifically help with the grading of basic group tests
- Assist the teacher with the development and implementation of individual Education/Behaviour/Support/Mentoring plans
- Support provision for pupils with special needs
- Establish productive working relationships with pupils; developing an enhanced Pastoral relationship with specific students, acting as a role model
- Develop 1:1 mentoring arrangements with pupils and provide support for distressed pupils
- Promote the speedy/effective transfer of pupils across phases/integration of those who have been absent

- Provide information and advice to enable pupils to make choices about their own learning/behaviour/attendance
- Challenge and motivate pupils, promote and reinforce self-esteem
- Provide feedback to pupils in relation to progress, achievement, behaviour, attendance etc.
- Provide the necessary support to enable students to sit examinations and fulfil their access arrangements. This may include invigilating exams, scribing for and reading to students when necessary and permissible.

#### SUPPORT FOR TEACHERS

- Liaise with feeder schools and other relevant bodies to gather pupil information
- Support pupils' access to learning using appropriate strategies, resources etc
- Work with other staff in planning, evaluating and adjusting learning activities as appropriate
- Monitor and evaluate pupils' responses and progress against action plans through observation and planned recording
- Provide objective and accurate feedback and reports as required, to other staff on pupils' achievement, progress and other matters, ensuring the availability of appropriate evidence
- Be responsible for keeping and updating records as agreed with other staff, contributing to reviews of systems/records as requested
- Assist in the development and implementation of appropriate behaviour management strategies
- Establish constructive relationships with parents/carers, exchanging information, facilitating their support for their child's attendance, access and learning and supporting home to school and community links
- Assist in the development, implementation and monitoring of systems relating to attendance and integration
- Clerical/admin support eg. dealing with correspondence, compilation/analysis/reporting on attendance, exclusions etc., making phone calls etc.

#### SUPPORT FOR THE CURRICULUM

- Implement agreed learning activities/teaching programmes, adjusting activities according to pupil responses/needs
- Be aware of and appreciate a range of activities, courses, organisations and individuals to provide support for pupils to broaden and enrich their learning
- Determine the need for, prepare and use specialist equipment, plans and resources to support pupils
- Be aware of and support diversity and ensure all pupils have equal access to opportunities to learn and develop

#### SUPPORT FOR THE SCHOOL

- Be aware of and comply with policies and procedures relating to child protection, health, safety and security and data protection, reporting all concerns to an appropriate person
- Be aware of confidential issues linked to home/pupil/teacher/school/work and to keep confidences as appropriate
- 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
- Attend and participate in regular meetings
- Participate in training and other learning activities as required
- Be trained in First Aid / administering medicines to support individual pupils
- Recognize own strengths and areas of expertise and use these to advise and support others
- Assist in the supervision, training and development of staff
- Implement planned supervision of pupils out of school hours

- Supervise pupils on visits, trips and out of school activities as required
- Take part in the schools performance management arrangements
- Support the school by assisting with break duties as directed by the Head teacher
- Any other task in keeping with the nature and grade of the role that is required by the Head teacher/SENCO to support students

## **EQUALITIES**

The Governors of St Ursula's expect all employees to have a full commitment to the Council's Equal Opportunities Policy and an acceptance of personal responsibility for its practical application. All employees are required to comply with and promote the policy and to ensure that discrimination is eliminated within the service to staff, the students, their parents and carers

## **PERSON SPECIFICATION**

**Title:** Inclusion Support Assistant

**Grade:** Scale 4

**Reports to:** SENCO

## **EXPERIENCE (Essential Requirements)**

Experience working with children of relevant age

Experience of working with pupils with additional needs

## **QUALIFICATIONS/TRAINING (Essential Requirements)**

Very good numeracy/literacy skills

NVQ 3 or equivalent in teaching assistance or equivalent qualifications or experience

## **KNOWLEDGE/SKILLS (Essential Requirements)**

Full working knowledge of relevant policies/codes of practice and awareness of relevant legislation

Working knowledge of national curriculum and other relevant learning programmes

Understanding of principles of child development and learning processes and in particular, barriers to learning

Ability to plan effective actions for pupils at risk of underachieving

Full understanding of the range of support services/providers

Ability to self-evaluate learning needs and actively seek learning opportunities

Ability to relate well to children and adults

Experience of dealing effectively and conversing in a professional, friendly manner

Ability to work on own initiative and contribute to the effective working of a close team

Understand classroom roles and responsibilities and your own position within these

Calm and focussed under pressure

Maintain a professional image and be able to always respect confidentiality

Willing to learn and undertake training

Committed to carry out role to best of ability

Excellent timekeeping, time management and attendance

Commitment to promoting the Catholic ethos and values of the school and getting the best outcomes for all pupils

**This post requires a commitment to and an ability to contribute to safeguarding and promoting the welfare of children and young people.**