



The Pingle Academy

A place for everyone
RESPECT | ENGAGE | SUCCEED

Post Title:	Inclusion Support Assistant
Grade:	Grade 4 (Point 13 – Point 16)
Responsible to:	SENCo
Hours:	Full time 32.5 hours per week (39 weeks) 08:20 – 15:30 Monday – Friday (inclusive of a 40 minute, flexible unpaid break)

Trust Purpose and Values:

The Strategic Vision

The strategic plan for The de Ferrers Trust over the next 3-5 years is to create a network of successful academies which will provide sustainable progress and attainment for all students. These academies will be the hubs of their communities to rejuvenate lifelong learning and provide a focus for family engagement.

Ethos and Values

At each of our academies we will strive to inspire through the delivery of a 'World Class' education ensuring that every student achieves their potential. We aspire to be a beacon of excellence within the community we serve where everyone feels valued, included and proud.

Our PRIDE values of Partnership, Respect, Integrity, Determination and Excellence are the foundations of our Trust and the community we serve.

Role Purpose

To work under the direct instruction of teaching staff, usually in the classroom with the teacher. Provide specific support to the teacher in the care of students and management of the classroom. Work may be carried out in the classroom or outside the main teaching area. Assist teachers in the following:

The post holder will be accountable to:

SENCo

Main Duties and Responsibilities

Support to Students

- Provide pastoral support to students within the school environment.
- Assist children in matters of personal needs and their general health including first aid and welfare matters.
- Provide structured support in accordance with specific work programmes designed and supervised by individual teachers
- To contribute to raising standards by ensuring high expectations are promoted for students.
- Involvement in the implementation of Individual Education/Behaviour/Support/Mentoring

plans.

- Arrange medical/dental visits as appropriate.
- Provide general support to students, ensuring their safety, by complying with good H&S practice.
- Accompany teaching staff and students on visits, trips and out of school activities as required.¹
- Encourage pupils to interact with others and engage in activities led by the teacher.

Support to Teacher

- Provide structured support in accordance with specific work programmes designed and supervised by individual teachers.
- Support the teacher in the development and implementation of Individual Education/Behaviour Plans.
- Assist in maintaining classroom discipline through the implementation of the school's behaviour management strategies.
- Provide support to students to achieve learning goals, e.g. guided reading.
- Supervise students for a particular curriculum activity under the supervision and guidance of a qualified teacher.
- Assist the teacher with the planning of learning activities.
- Assist the teacher in monitoring students' responses to learning activities and accurately record achievement/progress as directed.
- Co-ordinate and organise students attending extra-curricular activities/work experience or other out of school activities under guidance of teacher.
- Provide detailed and regular feedback to teachers on students' achievement, progress, problems etc. Provide general admin support, for classroom activities e.g. produce worksheets for agreed activities etc.

Support to Curriculum

- To provide support in literacy/numeracy/SEN strategies.
- Support the use of ICT in learning activities and develop students' competence and independence in its use.
- Contribute to curriculum planning, evaluation and implementation.
- Contribute to development of school policies and procedures by participation in working groups.
- Contribute to the development, preparation and dissemination of appropriate materials.

Support to School (this list is not exhaustive and should reflect the ethos of the school)

- Promote and safeguard the welfare of children and young persons you are responsible for, or come into contact with.
- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Ensure all students have equal access to opportunities to learn and develop.
- Liaise effectively with teachers, parents/carers, welfare officers, health visitors and other professional staff as part of the routine consultative process.
- Contribute to the overall ethos/work/aims of the school.
- Attend relevant meetings as required.²
- Participate in training and other learning activities and performance development as required. (See footnote 1.)
- Assist with the supervision of students out of lesson times, including before and after school and at lunchtimes.

¹ Every effort should be made to ensure support is within contractual hours.

² Every effort should be made to ensure support is within contractual hours

Special Features

- The postholder shall be required to work in any of the schools/academies within The de Ferrers Trust group of academies as directed by the Chief Executive
- Be a professional role model, and understand and promote the aims and values of the Trust.

Professional Accountabilities (this list is not exhaustive and should reflect the ethos of the Trust)

The post holder is required to be aware of and comply with policies and procedures relating to child protections, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person. In addition they are to contribute to the achievement of the Trust's objectives through:

Safeguarding

- Promote and safeguard the welfare of children and young people you are responsible for or come into contact with.

Financial Management

- Personally accountable for delivering services efficiently, within budget and to implement any approved savings and investment allocated to the service area.

People Management

- To comply and engage with people management policies and processes;
- To contribute to the overall ethos/work/aims of the Trust;
- To establish constructive relationships and communicate with other agencies/professionals;
- To attend and participate in regular meetings;
- To participate in training and other learning activities and performance development as required;
- To recognise own strengths, areas of expertise and use these to advise and support others.

Equalities

- To ensure that all work is completed with a commitment to equality and anti-discriminatory practice, as a minimum to standards required by legislation.

Health and Safety

- To ensure a work environment that protects peoples' health and safety and that promotes welfare and which is in accordance with the Trust's Health and Safety policy.

Note 1

The contents of this job description will be reviewed with the postholder on an annual basis in line with the Trust's appraisal and pay policy.

Signed Date:

PERSON SPECIFICATION ~ INCLUSION SUPPORT ASSISTANT

Qualifications
Good numeracy/literacy skills.
NVQ 2 for Teaching Assistants (or demonstrate equivalent knowledge skills and experience).
First aid training as appropriate (e.g. emergency first aid course).
Experience and Knowledge
Supporting children's learning in a school.
Good communication skills.
Good understanding of areas of learning, e.g. literacy, numeracy, science, SEN or Early Years.
Use of other equipment technology – video, photocopier.
Understanding of relevant policies/codes of practice.
Well-developed interpersonal skills to be able to relate well to a wide range of people.
Work constructively as part of a team whilst being able to demonstrate initiative.
Effective use of ICT to support learning.
Willing to work towards NVQ Level 3 or recognised equivalent.
Personal Attributes
Customer focused.
Has a friendly yet professional and respectful approach which demonstrates support and shows mutual respect.
Open, honest and an active listener.
Takes responsibility and accountability.
Committed to the needs of the pupils, parents and other stakeholders and challenge barriers and blocks to providing an effective service.
Demonstrates a "can do" attitude including suggesting solutions, participating, trusting and encouraging others and achieving expectations.
Is committed to the provision and improvement of quality service provision.
Is adaptable to change/embraces and welcomes change.
Acts with pace and urgency being energetic, enthusiastic and decisive
Communicates effectively.
Has the ability to learn from experiences and challenges.
Is committed to the continuous development of self and others by keeping up to date and sharing knowledge, encouraging new ideas, seeking new opportunities and challenges, open to ideas and developing new skills.

Note 1:

In addition to the ability to perform the duties of the post, issues relating to safeguarding and promoting the welfare of children will need to be demonstrated these will include:

- *Motivation to work with children and young people.*
- *Ability to form and maintain appropriate relationships and personal boundaries with children and young people.*
- *Emotional resilience in working with challenging behaviours and*
- *Attitudes to use of authority and maintaining discipline.*