

JOB DESCRIPTION

Job Title:	Senior Inclusion Support Worker
Academy:	Brayton Academy
Salary:	SCP 18 – 22 (£31,537 per annum - £33,699 per annum FTE)
Actual salary:	£26,973 - £28,823 per annum
Contract:	37 hours per week, Term time only plus 5 days
Responsible to:	SENDCo

Overview:

To take the lead role in managing the assessment and intervention of students under the direction of the SENDCo in order to promote the learning and welfare of vulnerable students and those who experience barriers to learning. To work with students with EHCPs, SEMH needs and any other pastoral circumstance that curbs a student's ability to maximise achievement. You will communicate with internal staff at all levels, with parents/carers, governors and external agencies including alternative curriculum providers.

Duties and Responsibilities

- Assist the SENCO and Assistant SENDCo in targeting specific students for support and prioritise mentoring students.
- Provide information/advice, including information and support to promote self-esteem, to students to enable them to make choices about their own behaviour/ learning/ attendance.
- Provide a point of contact for vulnerable students, discuss problems with students and communicate information to relevant staff to overcome barriers to learning.
- Undertake comprehensive assessments of students to determine those in need of particular help.
- To play an appropriate role in child protection procedures, such as relating relevant, factual information and recording/reporting disclosures to the Designated Safeguarding Lead.
- Implement agreed learning activities/teaching programmes, adjusting activities according to student responses.
- Work with other colleagues in planning, evaluating and adjusting learning activities as appropriate.
- Take a lead role in the determination of support for students' particular needs, in particular vulnerable students.
- Assist in the implementation and monitoring of individual education/support/behaviour/mentoring plans.

- Establish productive working relationships with students, acting as a role model.
- Collect and collate data (half termly) to demonstrate student achievement so that progression can be monitored
- Provide feedback to students and parents in relation to progress.
- Assisting in the management of the day-to-day activities of the staff and students accessing The Bridge, including holding team meetings and assisting in the recruitment and training of staff.
- Ensure student records are being maintained accurately and timely, following line management and department review meetings
- Responsible for resources and equipment within the department base
- Responsible for the confidentiality of student records and associated data
- To ensure that sensitive and personal information concerning students, their families and colleagues is kept fully confidential, that all data is protected and secured in accordance with academy policies and procedures
- Mentor, monitor and support a caseload of students in order to set:
 1. practical learning targets
 2. review targets and progress
 3. feedback to staff - this may be via 1:1 mentoring or working in small groups
- Liaise with Careers to ensure KS4 students at risk of dropping out of education / training at 16 have an identified route to follow after compulsory education is complete
- Work closely with the relevant staff to ensure that the needs of students in The Bridge programs are met

Child Protection and Student Welfare

- Maintain effective co-operative partnerships between home and the academy;
- Using previous experience of working with students with SEN to provide a knowledgeable and comprehensive Bridge provision;
- Apply the academy's child protection policy and procedures, and maintain effective partnerships with social services and other agencies on child protection issues;
- Liaise with tutors and other staff to ensure that students are safe;
- Ensure that students feel able to communicate concerns and report problems, and that appropriate and effective action follows.
- Facilitate the sharing of information between local agencies, academy's, authorities and other learning Mentors to be a point in the academy for individual students

Other Duties and Responsibilities

- Comply with policies and procedures relating to child protection, health and safety, security, confidentiality and data protection, reporting all concerns to an appropriate person. This will be made possible because of previous experience of working with students with SEND.
- Be aware of and support difference and ensure equal opportunities for all.
- Contribute to the overall ethos of the academy.
- Establish constructive relationships and communicate with other agencies/professionals.
- Attend and participate in relevant meetings as required.
- Participate in training and other learning activities and performance development as required.
- Support, uphold and contribute to the development of the academy's equal rights policies and practices.

- Recognise own strengths and areas of expertise and use these to advise and support others.

In addition to the above the following points should be noted:

Whilst every endeavour has been made to outline all the duties and responsibilities of the post, a document such as this does not permit every item to be specified in detail. Broad headings may have been used in which case all the usual associated routines are naturally included in the job description.

Any Special Conditions of Service:

There is a requirement to submit to an enhanced Disclosure and Barring Service (DBS) check. No smoking policy. Requirement to occasionally work outside of academy hours and off academy premises as required by the academy.



PERSON SPECIFICATION

Job title: Senior Inclusion Support Worker

Pay Range: SCP 18 - 22

Resilience Multi Academy Trust is committed to safeguarding and promoting the welfare of children and young people and we expect all staff, volunteers, visitors and contractors to share this commitment. Shortlisted applicants will undergo relevant checks in line with statutory guidance and all appointees will be required to undertake an Enhanced Disclosure check by the Disclosure and Barring Service

	Ess	Des	MOA
KNOWLEDGE/QUALIFICATIONS			
NVQ level 3 or equivalent qualification or experience	*		C/A
Training in supporting children with SEN and SEMH	*		C/A
Evidence of continuing professional development relevant to post		*	C/A
Training in Child Protection and Safeguarding	*		C/A
EXPERIENCE			
Experience of working with students with additional needs	*		A/I/R
Experience of working with students with EHCPs, SEMH and complex caseloads			
Full working knowledge of relevant policies/codes of practice and awareness of relevant legislation	*		A/I/R
Understanding of principles of child development and learning processes and in particular, barriers to learning			
Familiarity with statutory requirements in relation to national curriculum, behaviour, attendance and safeguarding			
Ability to identify potential barriers to learning and jointly engage in strategies to overcome these barriers	*		A/I/R
	*		A/I/R
	*		A/I/R
Full understanding of the range of support services/providers	*		A/I/R
Working knowledge of national curriculum and other relevant learning programmes	*		A/I/R
	*		A/I/R
Understanding of classroom roles and responsibilities and your own position within these	*		A/I/R

Ability to assess needs and plan effective intervention strategies for individuals and groups of learners	*		A/I/R
Experience working with children of relevant age		*	A/I/R
Experience of dealing with more complex queries from a wide range of people	*		A/I/R
Experience of working in partnership with others to deliver work to set deadlines	*		A/I/R
Experience of participating in teams and using own initiative	*		A/I/R
Experience in the use of the Microsoft package		*	A/I
Experience of extracting and analysing data from information databases	*		A/I/R
SKILLS			
Able to communicate effectively with a wide range of people including sensitive and complex information	*		A/I/R
Ability to plan effective actions for pupils at risk of underachieving	*		A/I/R
Ability to relate well to children and adults	*		A/I/R
Ability to be a positive role model	*		A/I/R
Ability to work constructively as part of a team	*		A/I/R
Able to prioritise own work to meet conflicting deadlines	*		A/I/R
Leadership and organisational skills	*		A/I/R
Ability to self-evaluate learning needs and actively seek learning opportunities	*		A/I/R
Very good numeracy/literacy skills	*		A/I/R
Able to produce and present reports and data	*		A/I/R
Ability to engage parents with the school and involve them in their child's education	*		A/I/R
Able to establish and maintain accurate records using both manual and electronic systems	*		A/I/R
Ability to relate well to children and adults	*		A/I/R
BEHAVIOURAL AND OTHER RELATED CHARACTERISTICS			
Willing to abide by the Trust's Equal Opportunities Policy in the duties of the post, and as an employee of the Academy.	*		A/I/R
Willing to carry out all duties having regard to an employee's responsibility under the Trust's Health and Safety Policies	*		A/I/R
To display a responsible and co-operative attitude to working towards the achievement of the service area aims and objectives	*		A/I/R
An ability to respect sensitive and confidential work.	*		A/I/R
Commitment to own personal development and learning.	*		A/I/R

Key: MOA=Method of Assessment, Des=Desirable, ESS=Essential, A=Application, I=Interview and assessment, R=Reference, C=Certificate