

SUPPORT ROLES

JOB DESCRIPTION

Sheppey Secondary

Post: Inclusion Practitioner

Responsible To: Assistant Headteacher - SENCO

Summary of Post: To work as part of a professional team to support the teaching, learning and personal development of students; specifically helping children overcome barriers, such as those with learning or behavioural challenges, social, communication or disabilities.

Tier of role: Practitioner

Key descriptor: Practitioner

Scope of role: Provides specific services and support, performing a range of tasks using a combination of skills.

Autonomy: Some discretion to deliver instructions given and routines followed to standard, solving basic problems as required.

Knowledge of role: Role-specific knowledge is required.

Skills – Technical & Practical: Combination of skills relevant to the role.

Qualifications/Experience: Level 2 English and Maths required.

Supervision of others: No line management (some supervision may be required)

Management by others: Close supervision with guidance.

Key Responsibilities:

1. Assist with the implementation of planned learning activities/teaching programmes, adjusting activities according to pupils' and students' responses as appropriate.
2. Participate in planning and evaluation of learning or pastoral activities, providing feedback on student progress and behaviour
3. Provide feedback on attainment and progress to pupils and students collaboration with the class teacher.

4. Support learning by arranging/providing resources for lessons/activities.
5. Understand and support independent learning and inclusion of all students as required.

Specific Duties:

1. Assist teachers in fostering attractive learning environments to ensure children, pupils and students benefit from stimulating learning environments
2. To support with student management inside and outside the classroom, including unstructured times
3. As part of the Inclusion team, support pupils and students with transition between key stages
4. Accompany teaching staff and pupils and students on trips and out of school activities as required, taking responsibility for a group under the supervision of the teacher
5. As part of the Inclusion team, attend meetings as required and support the management and maintenance of student records

Note: As a new school, opening September 24, responsibilities and specific duties may be subject to change in the first year of operation.

General Duties and Responsibilities:

1. You will be responsible for upholding our values and ethos and championing the inclusion and belonging of our Academy and Trust communities.
2. You will be responsible for protecting students and staff from all preventable harm as per Safeguarding procedures.
3. To participate in the staff support & development programme and to undertake training based on individual and organisation needs.
4. To undertake continuing professional development to support our culture of continuous improvement and keep up to date with the skills required to fulfil the role.
5. To comply with all Academy and Trust policies and guidelines as well as legislative requirements. Including education, health & safety and data protection and all staffing policies.
6. To demonstrate positive personal and professional behaviour as specified in the Staff Code of Conduct.
7. To partake in quality assurance, appraisal and monitoring and meet minimum relevant occupational standards.

8. To undertake any other duties commensurate with tier as may be reasonably requested.

Please note:

This job description is a guide to the work you will initially be required to undertake. It summarises the main aspects of the job but does not cover all the duties that the job holder may have to perform. It may be changed from time to time to meet changing circumstances.

It does not form part of your contract of employment and as your experience grows, you will be expected to broaden your tasks, suggest improvements, solve problems and enhance the effectiveness of the role.

Line manager's
signature:

_____ Date: _____

Postholder's
signature:

_____ Date: _____

PERSON SPECIFICATION		Application	Interview	Shortlisting Weighting
Tier of Role: Practitioner				
Qualifications and Training				
1.	English and Maths Level 2/ GCSE A-C grade 4 or above.	✓		6
2.	Level 3 childcare or Teaching Assistant qualification or equivalent would be an advantage.	✓		4
Experience				
1.	Previous relevant experience of working with children in an educational setting.	✓	✓	4
2.	Experience of working with children who have special needs or disabilities.	✓	✓	4
Skills and knowledge				
1.	Basic numeracy and literacy skills.	✓	✓	4
2.	Basic IT skills; use word and email.	✓	✓	4
3.	Good communication skills.	✓	✓	6
4.	Have the ability to relate well to children and adults, understanding their needs and being able to respond accordingly.	✓	✓	6
5.	Have the ability to motivate, inspire and build trust with children so they achieve their best.	✓	✓	6
6.	Be able to devise and implement structured learning activities with groups of children and be able to evaluate effectiveness and measure students' progress.	✓	✓	6
Personal Qualities				
1.	Act with honesty and integrity at all times.	✓	✓	6
2.	Commitment to promoting the ethos and values of the school and trust.		✓	6
3.	Ability to work well as part of a team.	✓	✓	6
4.	Maintain confidentiality at all times.		✓	6

5.	Commitment to inclusion, safeguarding and equality.	✓	✓	6
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Advice to candidates

This post is subject to an enhanced disclosure from the Disclosure and Barring Service.

In completing your application, please draw attention to the extent to which you meet each of the criteria in the person specification marked as being assessed at application stage. Please use examples of where you have demonstrated the criteria with as much detail as possible to assist in the shortlisting process.

The shortlisting weighting indicates which criteria are the most important to the recruiting manager:

- 6** Minimum/critical - criteria which is essential for the role i.e. it would be extremely difficult for the person to carry out the role without already having these essential skills, experiences or qualifications.
- 4** Important - criteria that would be significant to the candidate being successful in the role. These may be skills, experiences or qualifications that have substantial meaning for the role but could be supported or taught on the job.
- 2** Other relevant -. It would be great if the candidate had but is not expected to be shortlisted.

Failure to meet all the minimum/critical criteria would not necessarily preclude your application. Consideration will be given to experience and life skills. Continual Professional Development will be supported and encouraged.

Please be aware should we have a large number of applications for any of our roles we may complete the shortlisting of candidates based on the minimum/critical criteria only.