



JOB DESCRIPTION

Support/Practitioner Role

The Churchill School

Post: Inclusion Support/Practitioner – Behaviour & Learning

Salary: EKC 2/3

Responsible To: Leader of Learning

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

Tier of role: Support/Practitioner

Key descriptor: Support

Scope of role: Provides specific service, performing a limited range of straightforward, specific tasks.

Autonomy: Detailed instructions are given, and routines are followed to standard, solving basic problems as required.

Knowledge of role: Role-specific knowledge is required.

Skills – Technical & Practical: Basic skills required.

Qualifications/Experience: Level 2 English and maths preferred but not essential.

Supervision of others: No supervision or line management

Management by others: Close supervision with instruction when required.

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:

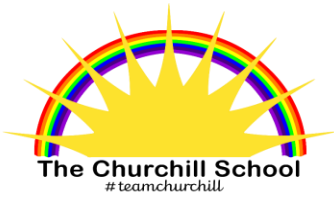
1. Assist with the implementation of planned learning activities/teaching programmes, adjusting activities according to pupils' responses as appropriate.
2. Participate in planning and evaluation of learning or pastoral activities, providing feedback on pupil progress and behaviour.
3. Provide feedback to pupils in relation to attainment and progress.
4. Support learning by arranging/providing resources for lessons/activities.
5. Understand and support independent learning and inclusion of all pupils as required.

Specific Duties:

1. To provide support during outside and inside playtimes, setting up equipment and distributing roles and responsibilities. Ensuring a positive and safe playtime.
2. To be mobile within the classroom to support learning behaviour of all pupils and ensure learning is moved forward.
3. When working with a directed group ensure that the activity/intervention is fully understood to support the learning of pupils.
4. Provide short-term class cover (morning or afternoon) to deliver planned learning activities.
(Applicable to EKC3.)

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 pupils and staff from all preventable harm as per Safeguarding procedures.
3. To participate in the staff support & development program 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 Tier of Role: Support	Application	Interview	Shortlisting Weighting
Qualifications and Training				
1.	English and Maths Level 2/ GCSE A-C grade 4 or above.	✓		6
Experience				
1.	Previous experience of working with children an advantage.	✓	✓	4
2.	Some previous work experience, voluntary or paid.	✓	✓	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
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

	PERSON SPECIFICATION Tier of Role: Practitioner	Application	Interview	Shortlisting Weighting
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 pupils' 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