

 **Early Years Inclusion Support Assistant**

 **Job Description**

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| **Job Title**  | Early Years Inclusion Support Assistant *with responsibility for:*  *Supporting Private, Voluntary and Independent (PVI) settings and schools throughout Swale as a member of the Specialist Teaching and Learning Service*   |
| **Responsible to**  | Principal, Inclusion and Outreach Manager, Governors and appropriate personnel as defined within the school leadership and management structures   |
| **Salary**  | Kent Range 6 (or 7 for a candidate with significant experience) plus SEN allowance, prorated37 hours per week, term time only working, plus INSET days   |
| **Responsible for**  | Serving as a member of the Swale Specialist Teacher and Learning Team to deliver support to individuals and groups of pupils in PVI settings and mainstream schools under the guidance of the Inclusion Manager   |
| **Conditions**  | Full time, term time only working alongside the team of specialist teachers as part of the Specialist Teaching and Learning Service The applicant must be able to drive and be prepared to use their car for travel to and from schools. Mileage will be reimbursed at the casual user rate (currently 45p per mile up to 10,000 miles)   |



 **Job Context:**

**Meadowfield School**, identified as being outstanding in all areas by Ofsted (November 2014), is the District Special School for Swale meeting the needs of pupils with profound, severe and complex special needs (PSCN). Meadowfield School has an Observation and Assessment Nursery, Early Years, Primary, Secondary and 6th Form Departments. There are currently 240+ pupils on roll and there are plans for expansion.

Our **Specialist Teaching and Learning Service** (STLS) is comprised of our team of Specialist Teachers as well as MIDAS - Meadowfield Inclusion Development and Support Centre.

**MIDAS** offers a range of training courses for professionals, the majority of which are led by our Specialist Teachers. MIDAS also offers a range of workshops for families, parents and carers

Our **Specialist Teachers** provide support and advice to all PVI settings and schools in Swale in order to increase capacity in meeting the needs of all pupils with special educational needs across the district. The Early Years Inclusion Support Assistant~~s~~ will work alongside the specialist teachers covering all dimensions of need.

**Meadowfield Specialist Teaching and Learning Service (STLS)** is committed to improving outcomes for children and young people. To support this we will be appointing **an Early Years Inclusion Support Assistant~~s~~** to join our team of specialist teachers. The Inclusion Support Assistants will work closely with the STLS team in supporting PVI settings and schools to deliver a range of interventions for pupils within The Early Years Foundation Stage (EYFS)

**Job Purpose:**

The post holder will be responsible for supporting Swale PVI settings and schools to effectively meet the needs of pupils with identified special educational needs.

The post holder will work collaboratively with members of the Specialist Teaching and Learning Team and other professionals, in order to increase capacity in meeting the needs of all pupils with special educational needs across the district.

 

**RESPONSIBILITIES AND DUTIES**

**Strategic Responsibilities:**

* Promote the school’s **vision**, **mission**, **aims**, **values** and **purpose**
* Cooperate and work with relevant **agencies** to safeguard and protect learners and promote their welfare
* Be an **ambassador** for the school and for STLS
* Maintain **professional communication** working collaboratively with local authorities, health authorities, DfE, Ofsted and any other agencies responsible for pupils and their families’ educational and pastoral needs

**Principal Duties and Responsibilities:**

To deliver focused interventions in wellbeing as well as learning, to pupils with SEND in PVI settings and mainstream schools. The Early Years Inclusion Support Assistant~~s~~ will be expected to work in collaboration with the STLS team and contribute to plans to deliver high quality support for pupils.

1. Establish excellent working relationships with all PVI settings and schools within the District to ensure the STLS offer is fully understood and the impact maximised.

1. Devise and deliver focused intervention programmes using innovative and evidence based interventions and a high level of personal support to pupils, adjusting activities according to pupils’ needs and selecting/preparing necessary resources to lead learning activities, providing feedback in order to support pupils’ learning.

1. Attend meetings where appropriate to provide constructive feedback on pupils’ progress to ensure pupils achieve their best results

1. Monitor and evaluate pupil responses to focused intervention programmes through a range of assessment and monitoring strategies against pre-determined learning objectives, providing feedback and reports to STLS in order to provide evidence of the range and level of progress and attainment. Implement a range of evaluation tools to demonstrate impact of intervention

1. Use detailed knowledge and specialist skills to support pupils’ learning, establishing productive working relationships, promoting inclusion and working to support pupils consistently whilst recognising and responding to individual needs.

1. Understand and comply with policies and procedures relating to child protection, equal opportunities, health, safety, security, confidentiality and data protection, reporting concerns to an appropriate person in order to maintain a safe and secure learning environment.

1. Provide relevant training and modelling of interventions/programmes for school staff and pupils as required.

1. Undertake any other reasonable duties requested by the Inclusion and Outreach Manager.

1. Contribute to the overall work/aims of the Service and establish constructive relationships with other agencies/professionals, in order to support the achievement and progress of pupils.

1. Participate in the Early Years **Local Inclusion Forum Team** (LIFT) as required

Other

* 1. Undertake **other duties** as may be required by the Principal which are commensurate with the job
	2. Contribute to **whole school events** as and when required
	3. Promote and maintain the standards of the school’s commitment to **safeguarding** children
	4. Be aware of the schools’ **duty of care** in relation to staff, pupils/students and visitors and at all times carry our duties with due regard to the school’s health and safety policy
	5. Be aware of and comply with the **codes of conduct, policies and practices** of Meadowfield School and its commitment to equal opportunities
	6. Be aware of and support **diversity** and ensure all pupils have equal access to opportunities to learn and develop
	7. Work **collaboratively** with the multi professional team and with all members of the school community
	8. Participate in **continuing professional development**

Note

This job description sets out the main duties of the post at the time when it was prepared. Such duties may vary from time to time without changing the general character of the post or the level of responsibility entailed.



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# Person Specification

E = Essential D = Desirable

Identified by: A = Application I = Interview R = Reference

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| Qualifications  | Level 2 or 3 Diploma (or equivalent) plus additional knowledge in specialist area  | D  |
| Additional qualifications within a relevant field of study  | D  |
| Experience  | Successful relevant experience of working with children within a learning environment.  | E  |
| Have qualifications in Maths/numeracy and English/literacy equivalent to at least NVQ2  | E  |
| Experience of supporting the learning of disaffected pupils to achieve positive outcomes  | D  |
| Experience of implementing individual or small group, evidence based programmes for pupils with SEND  | E  |
| Experience of working collaboratively with Early Years settings and schools, parents, pupils and other agencies to secure the best possible outcomes.  | D  |
| Successful experience of supporting children and/or young people with special needs. | E  |
| Experience of supporting staff resulting in improved practitioner confidence and skill as well as improved outcomes for pupils  | D  |
| Experience of managing and delivering highly personalised and differentiated interventions  | D  |
| Experience of working with a range of associated professionals and external agencies  | D  |
| Knowledge,Skills and abilities  | Be able to work effectively as part of a team and contribute to group planning etc. but also be able to work independently and on own initiative.  | E  |
| Must be flexible with effective time management skills.  | E  |
| Be able to work calmly under pressure with the ability to adapt quickly and effectively to changing circumstance/situations.  | E  |
| Have a creative approach to problem solving and use this to inspire and motivate pupils Must have excellent communications skills in order to build rapport with adults and children, both verbally and in writing.  | E  |
| Must have ability to critically evaluate own performance.  | D  |
| Able to deal with all clients and work colleagues fairly regardless of race, colour, sex, disability, age or religious belief.  | E  |
| Good standard of ICT skills  | E  |
| An understanding of and commitment to child protection and safeguarding issues and legislation and of the relevant school policies and procedures  | E  |
|  | Knowledge and understanding of promoting British Values and the Prevent Strategy  | E  |
| A current knowledge of relevant statutory and regulatory guidance with regard to provision for all pupils and especially those with SEND  | D  |
| A knowledge and understanding of how ICT may support the learning of young people with special educational needs  | D  |
| Emotional intelligence, interpersonal and communication skills to enable successful team working  | E  |
| An understanding of an commitment to the value of inclusive practice for the development of young people with special educational needs within and beyond the classroom  | E  |
| Understanding of personal strengths and areas for development in self and others and how this knowledge may impact on practice  | E  |
| Commitment to your own personal development and a willingness to undertake further training whilst being supported by the STLS team.  | E  |
| Equal Opportunities  | A proven commitment to the principles and the practice of the promotion of equality of access and opportunity for all young people - particularly the protected characteristics under the Equality Act of 2010 - and to the removal of barriers to achieving equal access and to maximising success.  | E  |