

Job Profile Part A: Job Description

Job Title: Inclusion Officer KS3 / KS4

Job Ref:

Grade/Salary Scale: Grade 4 / £22,401 per annum (*pro-rata*)

Team(s): Comprehensive Support Team (Inclusion Specialists)

Accountabilities

Reports to: Achievement Director

Responsible for: N/A

Link Governor (if applicable): TBD

Team Performance Indicators: TBD
See Team Review and Development Targets Plan

Professional Development Framework, Related Strand(s):

- [] Leadership Professional Development Strand
- [] Teaching for Learning Professional Development Strand
- [] Coaching for Learning Professional Development Strand
- [] Higher Level Teaching Assistant (TDA Professional Standards)
- [] Teaching Assistant (TDA National Occupational Standards)

(as applicable, to be attached to job description)

School Mission Statement

All members of staff are responsible personally and collectively for supporting students in becoming confident individuals, successful learners and responsible citizens, through:

- Modelling the Core Values at all times;
- Nurturing students' passions and interests and stimulating their intellectual curiosity;
- Continuously raising students' aspirations and self esteem;
- Intentionally developing Students' Leadership Award Skills;
- Contributing to the wider range of opportunities offered by and for the school community;
- Actively supporting and promoting student voice;
- Assuming responsibility (as required) as for the learning progress of a specific group of individual students;
- Ensuring high outcomes for a cohort of pupils

Job Purpose:

Inclusion Officers provide a complementary service to Learning Coaches and the Achievement Team by helping to address the needs of students who require additional assistance in overcoming barriers to learning. They work with a range of students who are at risk of under achievement at both ends of the achievement scale. Targeted students benefit from an enhanced level of individual or specialised mentoring provided by the Inclusion Officers on a short or medium term basis. Their support encompasses both Home and School and includes attendance and punctuality.

Critical Responsibilities

To carry out the following professional duties as circumstances may require and in accordance with the school's policies under the direction of the Principal, in particular:

- assist in the educational and social development of targeted students in conjunction with Learning Coaches and under the direction and guidance of the Achievement Directors, Vice Principal and SENCO
 - support students at risk of underachievement by working in partnership with school, parents/carers and community based professionals where relevant
 - work closely with the SENCO and Achievement Directors to ensure the early identification of students who would benefit from enhanced mentoring and/or home/school support
 - compliment the support provided by Learning Coaches by providing targeted short or medium term mentoring for students who are at risk of underachievement and address issues arising from attendance and punctuality if relevant
 - help identify the reasons for underachievement and help plan the strategies designed to remove barriers to learning and address the underachievement
 - to provide direct support for parents and carers where barriers to learning are related to home/community
 - implement strategies and support students/parents/carers in a way that protects and enhances self-esteem and confidence
 - use a range of active listening techniques and solution planning strategies to help students/parents/carers problem solve and overcome problems
 - model, coach and support others to deliver a range of group activities designed to target barriers to learning, these could use circle time approaches where relevant and include parent/carer support/coaching groups
 - support the Learning Coaches to incorporate strategies designed to overcome barriers to learning and Achievement Teams in future planning for students at risk of underachievement
 - to have high expectations of all students; respect their social, cultural, linguistic, religious and ethnic backgrounds, and be committed to raising their educational achievement
 - to respect parent/carers social, cultural, linguistic, religious and ethnic backgrounds
 - to demonstrate and promote the Core Values, attitudes and behaviour expected from the students
 - to support the evaluation of approaches to remove barriers to learning by monitoring pupils' participation and responses to learning tasks
 - assist Learning Coaches in the preparation of Termly Pupil Review Days where appropriate
 - where relevant, guide the work of and provide professional support for other Learning Tutors and liaise with Learning Coaches
 - monitor attendance and punctuality of targeted students in conjunction with Learning Coaches and implement additional support designed to improve it
 - provide help, guidance and support around positive behaviour strategies and parenting skills
 - working in partnership and networking with other professionals where relevant including social workers, educational psychologists, Connexions, etc.
 - supporting transition activities for targeted students moving into the area
 - KS4 IOs Supervise the Pavilion and Bays. KS3 IO if needed in an emergency
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General Responsibilities

- to work collaboratively with colleagues, knowing when to seek help and advice
- set a good example in terms of dress, punctuality and attendance
- attend Comprehensive Support Team Meetings
- ensure compliance of all activities with the relevant Health and Safety legislation
- maintains confidentiality inside and outside the workplace
- understand and apply school policies and be familiar with and operate within Child Protection protocols

Specific Areas of Responsibility

- Year 7 - 11 Inclusion Officer
 - To support staff and student teaching Year 7 to 11

Monitoring: As specified by the Principal and in accordance with the School Calendar and Evaluation Schedule

Meeting Attendance: As directed

Key Performance Indicators: TBD

Special Note: KS3 IO will do the attendance First Day Calling for Year 7 and 8 – as volunteered

Qualifications:

Experience & Knowledge:

- Good numeracy and literacy skills
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Key Skills & Attributes:

Essential

- Positive disposition to implementing the Schools' educational vision

Generic

- Able to develop genuine, empathetic relationships with young people
- High personal standards in terms of attendance, punctuality and meeting deadlines
- High level of personal organisation skills
- Good communication skills, both written and spoken
- Solution focused disposition and a positive attitude particularly to challenge and change
- Understanding of and commitment to Equal Opportunities issues and principles and the need to apply an equal standard of care to all students
- Positive disposition towards inclusion of all students including those with learning difficulties in mainstream learning and education
- Able to work as part of a broader inclusion and student support system
- Ability to work as a team player and supportive of team working
- Ability and willingness to develop own understanding and capability through advice and training
- Ability to work without constant supervision, to provide assistance as and when required, to seek tasks when unoccupied and think clearly and calmly in an emergency
- Understanding of the principles of accountability and quality assurance to achieve best possible student outcomes

Specific:

- Understand be able to use the systems and tools designed to record and analyse attendance and punctuality
- Ability to build effective productive working relationships with parents/carers
- Ability to promote a positive ethos and role model positive attributes
- Understanding of solution planning techniques
- Passionate commitment and belief in the aspirations of inclusion and equality of opportunity for all students
- Working knowledge of relevant policies/codes of practice/legislation
- Experience of preparation of parent/carer support programmes
- Be familiar with Child Protection Policies and protocols

Sybil Andrews has developed a framework for supporting effective practice which will be used to support staff professional development.

Date Job Profile Generated:

Date of Job Profile Review:
