



Cliftonville Primary and Pre School

Job description

Inclusion Support Assistant

Responsible to: SLT, Headteacher, the Governing Body and the Coastal Academies Trust

Number on roll: 860+ 52 place Pre School

Pay Scale: CAT Support staff -Grade 4, Point 12 to 14 - £26,168 - £26,822

Start date: ASAP

Core purpose

Inclusion Assistant

- To undertake work/care/support programmes, to enable access to learning for pupils, especially those with additional needs.
- This may include classroom focused support for all pupils; a group of pupils or an individual pupil.
- To assist the teacher in the management of pupils and the classroom.
- Work may be carried out in the classroom or outside the main teaching area.
- Promote the inclusion and acceptance of all pupils within the classroom

Key Responsibilities:

- Provide tailored support to pupils with a range of additional needs, including learning difficulties, autism spectrum conditions, speech and language delays, and social/emotional challenges.
- Support one-to-one or with small groups of pupils to help them access the curriculum and achieve individual learning targets.
- Support children with personal care needs where necessary, promoting independence and dignity.
- Support the implementation of and contribute to the review of personalised support plans (e.g. EHCPs, IEPs).
- Assist the class teacher in creating an inclusive learning environment, suggesting and adapting resources and strategies as needed.
- Support children to develop an understanding of rights & responsibilities, social interaction, and emotional well-being.
- Foster good relationships with pupils, parents/carers, and external professionals.
- Observe and record pupils' progress, feeding back to teachers and SENCOs to inform planning and reviews.
- Support pupils during transitions, including between activities, settings, or year groups.
- Encourage pupil voice and participation in their learning journey.
- Provide supervision and lead activities for lunch and other break times including within the OPAL programme

General

- Uphold the school's policies, vision and values.
- Maintain confidentiality in all school-related matters.
- Undertake training and development relevant to the role.
- Carry out other duties reasonably requested by the Headteacher or Senior Leadership Team.
- The school recognises that at times Inclusion Assistants may be required to provide short term 1:1 support for individual pupils, for example to cover staff absence or respond to emerging needs. Short term support is defined as a period of up to one month. Where an Inclusion assistant is asked to continue in a 1:1 role beyond this period, the school will formally review the position and consider appropriate adjustments, including the potential application of a SEN allowance. In line with the support required



CLIFTONVILLE PRIMARY SCHOOL

PERSON SPECIFICATION

Inclusion Support Assistants

Essential:

- A willingness to learn new skills and work autonomously
- A caring, patient, and nurturing approach.
- Good communication and interpersonal skills, including a good command of spoken English.
- Ability to work as part of a team and follow guidance from teachers and SENCOs.
- Commitment to safeguarding and promoting the welfare of children.

Desirable:

- Experience working with or supporting children with special educational needs.
- Relevant qualifications (e.g. Level 2 or 3 Teaching Assistant, CACHE qualification, SEN training).
- Knowledge of strategies for supporting children with autism, ADHD, speech and language needs, or emotional/behavioural difficulties.
- First aid training or willingness to undertake training.

Strengthening Community

- The ability to develop a presence within the school community and be approachable to all staff groups
- The skill to build and maintain effective relationships with the school community to enhance the education of all pupils

Personal Qualities

- Having a passion, energy, vision and ambition for the school
- A clear moral purpose about the importance of education and that 'second-best' just will not do- a steadfast determination to be insistent, persistent and consistent.
- Be resilient when things don't go to plan
- Self-awareness –Recognition of your own emotions and how they affect your thoughts and behaviour, know your strengths and weaknesses and have self-confidence. Having the ability to stay in the present in order to influence the future
- Self-management –Ability to control impulsive feelings and behaviours, manage your emotions in healthy ways, take initiative, follow through on commitments and adapt to changing circumstances. Ability to reflect on own professional practice and be self-motivated in seeking to improve. Able to identify own training and development needs participate in activities to address them.
- Social awareness – Understand the emotions, needs and concerns of other people, pick up on emotional cues, feel comfortable socially and recognise the power dynamics in a staff group
- Relationship management – Develop and maintain good relationships, communicate clearly, inspire & influence others, work well in a team & manage conflict, taking swift & appropriate action when necessary.
- Have excellent communication skills and the ability to engage with a wide range of audiences. Be approachable; can consult and negotiate effectively and deal sensitively with individuals and groups to achieve positive outcomes and resolve conflict
- Will promote pupils' spiritual, moral, social and cultural development and good behaviour through effective management and leadership.
- Excellent **personal organisational** skills, ensuring effective work-life balance

Equal Opportunities

- Understands the statutory requirements of legislation concerning Equal Opportunities
- Commitment to the implementation of the school's equal opportunities policy.