

Inclusion Support Assistant/Learning Mentor

Grade: GR3

1. Job Purpose

- 1.1 To provide support to children, their families and all school stakeholders in collaboratively designing and delivering inclusive provision for children who have identified additional needs, helping them to overcome barriers to learning, to achieve their full potential.

2. Key Responsibilities

- 2.1 To be one of the Deputy DSLs and support the Lead DSL in responding to safeguarding issues and to offer advice and support to the school community when requested.
- 2.2 To support the DSL Team to uphold safeguarding measures adhering to the school's safeguarding policy.
- 2.3 To support the DSL Team in delivering school based Early Help.
- 2.4 To support the Senior Learning Mentor in promoting the speedy and effective transfer of pupil information from: infant to junior schools, mid-year transfers between primaries and junior to secondary.
- 2.5 To participate in the comprehensive assessment of all children entering or returning to school, alongside teaching and pastoral staff, to identify those who need extra help to overcome barriers to learning.
- 2.6 To identify those children who would benefit most from additional support and, working collaboratively, draw up, communicate and implement a plan of action for each child.
- 2.7 To develop a 1:1 mentoring relationship with children needing particular support where necessary aimed at achieving the goals defined in an agreed plan.
- 2.8 To maintain regular contact with families/carers of children in need of extra support, to keep them informed of the child's needs, progress and any ongoing barriers to learning, and to secure positive family support and involvement.

- 2.9 To work closely with the Inclusion Leader / SENCO and Behaviour and Attitudes Lead, to ensure that the additional needs of identified pupils are being met.
- 2.10 To support in the implementation of the school behaviour policy by responding to behaviour issues across the school.
- 2.11 To organise and promote activities during recreational times, ensuring the wellbeing of the children in your care.
- 2.12 To monitor and report on the implementation of all plans drawn up to remove barriers to learning for individual pupils.
- 2.13 To respond to findings from monitoring of provision and data analysis of children's records - initiate action and revised plans, when necessary, in consultation with the Inclusion Leader / SENCO and Behaviour and Attitudes Lead
- 2.14 To work closely with other education and healthcare professionals, and to take an active role in co-ordinating and supporting collaborative working, so that the needs of the young person are met in a focused and integrated way.
- 2.15 To have full knowledge and appreciation of the range of activities courses, opportunities, organisations and individuals that could be drawn upon to provide extra support for pupils.
- 2.16 To communicate with other learning mentors and attend networking opportunities to share best practice.
- 2.17 To ensure all tasks are carried out with due regard to Health and Safety.
- 2.18 To undertake appropriate professional development including adhering to the principle of performance management.
- 2.19 To adhere to the ethos of the school
 - 2.19.1 To promote the agreed vision and aims of the school
 - 2.19.2 To set an example of personal integrity and professionalism
 - 2.19.3 Attendance at appropriate staff meetings and parents' evenings

- 2.20 Any other duties as commensurate within the grade to ensure the smooth running of the school

3. Class-based Learning Support:

- 3.1 Support the learning of pupils as directed by the class teacher
- 3.2 Establish and maintain relationships with individual pupils and groups
- 3.3 Contribute to individual and group education plans as appropriate
- 3.4 Support pupils during learning activities
- 3.5 Promote pupils' social and emotional development
- 3.6 Contribute to the health and well-being of pupils
- 3.7 Provide support for bilingual/ multilingual pupils (where appropriate to the focus of the role)
- 3.8 Support children with specific needs (where appropriate to the focus of the role), for example, sensory and/ or physical impairment, cognitive or learning difficulties, behavioural, emotional and social development needs, communication and interaction difficulties
- 3.9 Work independently to deliver, monitor and evaluate the success of educational plans for SEND children
- 3.10 Support pupils with developing skills in reading, writing and mathematics, and apply these in the classroom context.
- 3.11 Support pupils to access the curriculum.
- 3.12 Dealing with the personal care needs of children where appropriate in line with the guidance of the local authority

4. Supervision Received

- 4.1 Supervising Officer's Job Title: AHT

4.2 Level of supervision:

1. Left to work within establishment guidelines subject to scrutiny by the Inclusion Manager and Behaviour and Attitudes Lead

Person Specification**Method of Assessment (MOA)**

AF Application Form	C Certificate	I Interview	T Test or Exercise	P/A Presentation/Activity
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Criteria	Essential	Desirable	MOA
Education/Qualifications NB: Full regard must be paid to overseas qualifications.	Good standard of education, including English and Mathematics Level 3 qualification, or equivalent, in a relevant area	Good standard of education, including English and Mathematics at GCSE A - C	AF/C AF/C
Experience Relevant work and other experience	Experience of working with Primary school age children on an individual and group basis in supporting their learning and personal development Experience of supporting children with additional needs in a key worker/person role Knowledge of how trauma and ACEs can have an impact on children's wellbeing and educational experience/progress	Experience of supporting children at Y2-3 and Y6-7 transition Supporting children who are placed in local authority care	AF/I AF/I AF/I

	<p>Experience of co-working successfully with families and outside agencies</p> <p>Experience of supporting children within the classroom ensuring they make progress within lessons</p>		AF/I
<p>Skills & Ability</p> <p>Good written and verbal communication skills dealing with the pupils, parents and other agencies etc.</p>	<p>An ability to fulfil all spoken aspects of the role with confidence using the English Language as required by Part 7 of the Immigration Act 2016</p> <p>The ability to work flexibly and prioritise work to meet the requirements of the post</p> <p>The ability to work effectively with, relate to and command the confidence of young people and their families/carers with different ethnic and social backgrounds.</p> <p>The ability to work and communicate effectively with the teaching staff and senior managers within the school.</p> <p>Working with others, the ability to assess and review the progress of children in the context of family / other relevant circumstances,</p>		<p>AF/I/A</p> <p>AF/I</p> <p>AF/I/A</p> <p>AF/I</p> <p>AF/I</p>

	<p>planning appropriate responses, drawing on in-school and external advice and expertise where necessary</p> <p>The ability to work effectively and communicate with, a wide range of organisations and people offering support, information, opportunities and guidance</p> <p>The ability to identify potential barriers to learning and implement strategies to overcome these barriers</p> <p>The ability to work with individual children to set goals jointly as part of planning for their learning and development</p> <p>Skills of communication, giving advice and helping young people to identify their needs and potential</p> <p>A sound knowledge of the use of Office 365 software and e-mail communication</p>		<p>AF/I</p> <p>AF// A</p> <p>AF/I</p> <p>AF// A</p> <p>AF/I</p>
Training	Willing to attend relevant training, which includes, staff meetings	<p>Designated Safeguarding Lead Trained</p> <p>Emotional Literacy Support Assistant Trained</p>	AF// C

		Trauma Informed Attachment Aware Schools (TIASS) Trained	
Other	A desire to do something worthwhile for young people, to understand their needs and gain insights into how they think.		AF// A
	Knowledge of the education system		AF/I

All staff are expected to understand and be committed to Equal Opportunities in employment and service delivery.