



FOREST HILL SCHOOL

Dacres Road, London SE23 2XN

Boys 11-16, Mixed 16-18

Tel. 020 8699 9343

www.foresthill.lewisham.sch.uk

POST TITLE: Inclusion Support Assistant –
Behaviour/Guidance/Support

RESPONSIBLE to: Behaviour Manager

SALARY GRADE: Scale 4

The post holder will comply with Health and Safety requirements and specifically will take reasonable care of him/herself and other persons who may be affected by his/her acts or omissions at work (Health and Safety at Work Act 1974), and other relevant employment legislation and good policies.

The Governing Body reserve the right to amend the job description at any time after consultation with the post holder.

MAIN PURPOSE	Working under the guidance of Behaviour Manager and Inclusion Manager to provide support in addressing the needs of pupils who need particular help to overcome barriers to learning.
RESPONSIBILITIES AND DUTIES	<p><u>SUPPORT FOR PUPILS:</u></p> <ul style="list-style-type: none"> • Provide pastoral and behavioural support to key students and all students within the Inclusion Hub • Supervise students with personalised time tables and those working within the Inclusion Hub • Receive, supervise and reintegrate students sent to referral, reflection room and school detentions ensuring that access to learning is consistent • Collate, display and share daily school detention lists • Participate in comprehensive assessment of students to determine those in need of particular help • Assist the Inclusion Team with the development, implementation and reviewing of Inclusion support plans • Establish productive working relationships with students and their parents/carers • Develop and provide 1:1 mentoring programs for key students and provide support for students in distress • Promote the speedy/effective reintegration to lessons of students who have been absent

	<ul style="list-style-type: none"> • Provide information and advice to enable students to make choices about their own learning/behaviour/attendance • Challenge and motivate students, promote and reinforce self-esteem • Provide feedback to students in relation to progress, achievement, behaviour, attendance etc <p><u>SUPPORT FOR TEACHERS:</u></p> <ul style="list-style-type: none"> • Liaise with feeder schools and other relevant bodies to gather student information • Support students access to learning using appropriate strategies, resources etc • Work with other staff in planning, evaluating and adjusting learning activities as appropriate • Monitor and evaluate students' responses and progress against any action plans through observation and planned recording • Provide objective and accurate feedback and reports as required, to other staff on students achievement, progress and other matters, ensuring the availability of appropriate evidence • Be responsible for keeping and updating records as agreed with other staff, contributing to reviews of systems/records as requested • Assist in the development and implementation of appropriate behaviour management strategies • Establish constructive relationships with parents/carers, exchanging information, facilitating their support for the students' attendance, access and learning and supporting home to school and community links • Assist in the development, implementation and monitoring of systems relating to attendance and integration • Clerical/admin support eg. dealing with correspondence, compilation/analysis/reporting on attendance, exclusions etc., making phone calls etc. <p><u>SUPPORT FOR THE CURRICULUM:</u></p> <ul style="list-style-type: none"> • Implement agreed learning activities/teaching programmes, adjusting activities according to students' responses/needs • Be aware of and appreciate a range of activities, courses, organisations and individuals to provide support for students to broaden and enrich their learning • Determine the need for, prepare and use specialist equipment, plans and resources to support students • Be aware of and support diversity and ensure all students have equal access to opportunities to learn and develop <p><u>SUPPORT FOR THE SCHOOL:</u></p> <ul style="list-style-type: none"> • Be aware of and comply with policies and procedures relating to child protection, health, safety and security and data protection, reporting all concerns to an appropriate person • Be aware of confidential issues linked to
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	<p>home/student/teacher/school/work and to keep confidences as appropriate</p> <ul style="list-style-type: none"> • Be aware of and support diversity and ensure all students have equal access to opportunities to learn and develop • Contribute to the overall ethos/work/aims of the school • Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of students • Attend and participate in regular meetings • Participate in training and other learning activities as required • Recognise own strengths and areas of expertise and use these to advise and support others • Assist in the supervision, training and development of staff • Implement planned supervision of students out of school hours • Supervise students on visits, trips and out of school activities as required
EQUALITIES	Ensure implementation and promotion in employment and service delivery of the Council's equal opportunities policies and statutory responsibilities.

PERSON SPECIFICATION

EXPERIENCE (Essential Requirements)	Experience working with children of relevant age Experience of working with pupils with additional needs
QUALIFICATIONS/TRAINING (Essential Requirements)	Very good numeracy/literacy skills NVQ 3 or equivalent in teaching assistance or equivalent qualifications or experience
KNOWLEDGE/SKILLS (Essential Requirements)	Full working knowledge of relevant policies/codes of practice and awareness of relevant legislation Working knowledge of national curriculum and other relevant learning programmes Understanding of principles of child development and learning processes and in particular, barriers to learning Ability to plan effective actions for pupils at risk of underachieving Full understanding of the range of support services/providers Ability to self-evaluate learning needs and actively seek learning opportunities Ability to relate well to children and adults Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these