

**JOB ROLE:** Senior Inclusion Assistant – Social Communication and Interaction

**PAY BAND:** 4

**HOURS:** 37 per week/40 weeks per year

**REPORTS TO:** Director of Inclusion  
Head of Centre

Trafalgar School is a vibrant learning community where every member of staff understands the difference that they can make to our students' outcomes. We expect all staff to be actively involved in the personal development of our young people and to show full commitment to their own and the school's professional development.

Trafalgar School and its Governing Body are committed to safeguarding and promoting the welfare of children and young people; and they expect all staff to share this commitment.

**Key Purposes:**

To perform all duties and accountabilities as described in the Inclusion Support Assistant Job Description.

To provide supervision and line management to designated Inclusion Support Assistant(s).

To provide training and development for staff for their specialist intervention area, working individually or with groups as required.

To work with identified students with social communication needs on 1:1 basis; in small groups within or out of lessons, tutor time, Advanced Learning Days and in other curriculum experiences as appropriate/planned to deliver specialist interventions.

To monitor and evaluate the effectiveness of intervention work, reporting regularly to the Head of Centre.

To attend and contribute to reports and planning or review meetings for students receiving intervention, as appropriate.

To provide advice and guidance to parents and work with outside agencies.

**Accountabilities:**

1. To support the academic and holistic well-being of students who have social interaction and/or communication needs by providing specialist interventions and providing specialist advice to teaching staff which enhances quality first teaching.
2. To undertake all accountabilities as specified in the Inclusion Support Assistant Job Description.
3. To ensure appropriate deployment of Inclusion Support Assistants for impact and support where required.
4. To develop and maintain the highest professional levels of knowledge and expertise in their intervention specialisms.

5. To be aware of training and professional learning needs of staff in the Inclusion Team and ensure all staff allocated to work in their specialist area have the appropriate levels of skill to deliver effective interventions, providing support as required.
6. To provide scheduled support for students who have social communication and interaction needs before and after school.
7. To have a basic level of skill in the teaching of:
  - Reading
  - Numeracy techniques
  - Literacy techniques
  - Behaviour modification techniques
  - Emotional regulation
  - Social communication
8. To have a basic level of understanding of how to support learning for students with sensory impairment and specific physical needs.
9. To develop and maintain high levels of expertise in two of the following areas of intervention specialism:
  - Learning Needs
  - Physical Needs
  - Emotional Needs
  - Inclusion
10. To work across all areas within intervention as required in order to meet the needs of students, supporting them to develop independence and to foster enthusiasm for learning (e.g. in class support, withdrawal groups or 1:1 intervention, Inclusion).
11. To provide targeted intervention support for students using a range of specialist intervention programmes.
12. To utilise the provision map to evaluate the impact of the graduated approach (assess, plan, do, review) and take appropriate steps to enhance the quality of provision at all stages.
13. To be willing to work, providing intervention support, across all curriculum areas and in all classrooms and learning environments, on and off site.
14. To be committed towards having a Level 2 standard of education in English and Mathematics, being skilled at using this knowledge to support students in the application of these core skills across the curriculum.
15. Ensuring appropriate resources and equipment are accessible and available for students, as required.
16. Maintain and take care of stock and equipment, including periodic visual and physical safety checks, as required.
17. To be able to support the safe evacuation of students with physical impairment.
18. To provide physical assistance to those students with physical needs, including the carrying of equipment as required.

19. To provide specific supervision of some students with SEND during breaktimes as directed by the SEND before and after school; being prepared to offer flexibility at the start and end of the school day to meet the specific physical or medical support issues of the current cohort of students.
20. To be able to prioritise own work, show initiative and be flexible in working across all areas of intervention.
21. Improving the learning environment of the school by challenging students appropriately, providing mentoring and guidance as required.
22. To attend and contribute to communication meetings with teachers, outside agencies, parents, as appropriate.
23. To attend, as required, morning team briefings.
24. To attend staff meetings, as published annually in the whole school diary.
25. To contribute to the devising of support plans as required.
26. To invigilate public and internal examinations or provide support for students with exam access arrangements when necessary.
27. To play an active role in our House system as a tutor, contributing to the personal development of students.
28. To participate in professional learning (including INSET and twilight INSET sessions) and appraisal, contributing to the identification of own professional development needs.
29. To participate in the Personal Development curriculum for our students, leading events as required.
30. To participate professionally in own line management meetings, appraisal review meetings and team meetings.
31. To be a Form Tutor and play an active role in promoting the House ethos.
32. To work restoratively with staff, students, families and colleagues to maintain the strong community culture and very strong inclusive ethos of the school.
33. To take responsibility for your own wellbeing.
34. At the discretion of the Executive Headteacher or Head of School, to undertake other activities from time to time agreed to be consistent with the nature of the role.

*This job description is subject to annual review and/or change at other times in response to identified needs. It is expected that the post holder will undertake additional duties, as required, and in agreement with their line manager, to operate in a flexible environment.*

signed: \_\_\_\_\_

date: \_\_\_\_\_

signed: \_\_\_\_\_ date: \_\_\_\_\_