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| **Job Description: Inclusion Support Teacher** |

**Salary: Teacher** Main Pay Scale/Upper Pay Scale

**Contract type:** Full Time and permanent

**Reporting to:** Inclusion Lead

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| **Job Purpose** |

The role of the School Inclusion Support Teacher (IST) is to support both staff, pupils and parents from an inclusion perspective within the school setting to allow pupils with diverse learning needs the best possible opportunities for success.

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| **Duties and Responsibilities** |

**Teaching**

This includes:

* Supplemental or replacement teaching in the classroom with individuals or small groups of pupils
* Teaching of individual or small groups from regular classes during class time
* Specific nurture teaching (i.e. self-regulation, social-emotional, behaviour intervention, etc)
* When required, and under the instruction of the Senior Leadership Team, to cover classes
* Transition support for pupils back to the classroom, changing schools or moving from primary to secondary school
* Assess, monitor, record and report on the learning needs, progress and achievements of assigned pupils, making accurate and productive use of assessment
* Adapt teaching to respond to the strengths and needs of pupils
* Set high expectations which inspire, motivate and challenge pupils
* Promote good progress and outcomes by pupils
* Demonstrate good subject and curriculum knowledge
* Participate in arrangements for preparing pupils for external tests
* Inspire lifelong learners

**Collaboration**

The IST works with a wide variety of school and community members to best meet the needs of individual pupils or groups of pupils. This includes:

* Co-planning and supporting classroom teachers with inclusive, differentiated teaching in their classrooms
* Consulting with parents of pupils with diverse learning needs
* Collaborating with other school professionals (classroom teachers, teaching assistants, senior leaders) on academic, social-emotional programs, best teaching strategies for individual pupils with complex learning needs, and day-to-day items as they arise
* Co-teaching with classroom teachers to build inclusive environments, acceptance, awareness, capacity and confidence in supporting the strengths and addressing the needs of diverse learners in the classroom.
* Co-planning with school staff to develop, maintain, and adapt as necessary a Pupil Profile or Inclusion Plan for the student within the school and in specific classroom settings
* Working specialist agencies (i.e Speech and Language, Behavioural Team, Education Psychologist, MHST) involved with specific pupils
* Attending meetings with classroom teachers, other staff, outside agencies, and parents as needed (i.e. Reintegration Meetings
* Working closely with parents of children with complex needs and lead support for them (i.e. Family Links)
* Run meetings/workshops for parents in order to support them and their children
* Requesting and coordinating the services of outside agencies
* Develop effective professional relationships with colleagues
* Be a team player and be part of the school community

**Safeguarding**

* Act as a Deputy Designated Safeguarding Lead and be a member of the Safeguarding Team
* Attend safeguarding meetings (i.e. Team Around the Child, CiN/CP meetings, Strategy Meetings) as a representative of the school
* Take the lead on allocated safeguarding cases
* Work in line with statutory safeguarding guidance (e.g. Keeping Children Safe in Education, Prevent) and our safeguarding and child protection policies
* Work with the designated safeguarding lead (DSL) to promote the best interests of pupils, including sharing concerns where necessary
* Promote the safeguarding of all pupils in the school

**Whole-school organisation, strategy and development**

* Contribute to the development, implementation and evaluation of the school’s policies, practices and procedures, so as to support the school’s vision and values
* Make a positive contribution to the wider life and ethos of the school
* Work with others on curriculum and pupil development to secure co-ordinated outcomes
* Provide cover, in the unforeseen circumstance that another teacher is unable to teach

**Health, safety and behaviour**

* Promote the safety and wellbeing of pupils
* Promote good behaviour among pupils, managing behaviour effectively to ensure a good and safe learning environment
* Use the school’s ‘Nurturing School’ approach to support behaviour and wellbeing

**Professional Development**

* Take part in the school’s appraisal procedures
* Take part in further training and development in order to improve own teaching of Inclusive Education
* Actively seek our professional development opportunities in Inclusive Education
* Have a self-improvement and growth mindset
* Take part in the appraisal and professional development of others, where appropriate

**Communication**

* Communicate effectively and respectively with pupils, parents, carers and colleagues

**Personal and professional conduct**

* Uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school
* Have proper and professional regard for the ethos, policies and practices of the school, and maintain high standards of attendance and punctuality
* Understand and act within the statutory frameworks setting out their professional duties and responsibilities

**Management of staff and resources**

* Direct and supervise support staff assigned to them, and where appropriate, other teachers
* Contribute to the recruitment and professional development of other teachers and support staff
* Deploy resources delegated to them

**Other areas of responsibility**

* Contribute to the strategic direction of the school by leading or supporting the development of a subject or focus area of school development

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| **Person Specification** |

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| criteria | qualities |  |
| **Qualifications  and experience** | * Qualified teacher status * Degree * Successful primary teaching experience * Experience of working in a Specialist Education setting | * Essential * Essential * Desirable * Desirable |
| **Skills and knowledge** | * Knowledge of Inclusive Education practices * Knowledge of the National Curriculum * Knowledge of effective teaching and learning strategies * A good understanding of how children learn * Ability to adapt teaching to meet pupils’ needs * Ability to build effective working relationships with pupils * Knowledge of guidance and requirements around safeguarding children * Knowledge of effective behaviour management strategies * Good ICT skills, particularly using ICT to support learning * Knowledge of the Nurture Principles and Practice | * Essential * Essential * Essential * Essential * Essential * Essential * Essential * Essential * Essential * Desirable |
| **Personal qualities** | * A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school * High expectations for children’s attainment and progress * Ability to work under pressure and prioritise effectively * Commitment to maintaining confidentiality at all times * Commitment to safeguarding and equality * Sense of humour * Optimistic and solution focused attitude * Commitment to self-improvement | * Essential * Essential * Essential * Essential * Essential * Essential * Essential * Essential |

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| **Application Process** |

To apply please complete an application form.

The deadline for application is **Noon** **Tuesday 13th November 2024**

For further information or to arrange a visit, please contact the school office by email [office.2601@west-witney.oxon.sch.uk](mailto:office.2601@west-witney.oxon.sch.uk) or by phone 01993 706249

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| **Interviews** |

Interview will take place the week beginning 18th November and will include a small group observation and interview.