

Inclusion Pathway Teacher

Job Description and Person Specification

Light Years School is committed to creating a diverse workforce. We will consider all qualified applicants for employment without regard to sex, religion, belief, sexual orientation, gender reassignment, pregnancy, maternity, age, disability, marriage or civil partnership.

Job Details

This is a unique opportunity for a teacher who believes that relationships come before learning and who wants to make a transformational difference to children whose experiences of education have become challenging. You will work creatively and flexibly to remove barriers to learning, helping pupils rebuild confidence, develop resilience and re-engage with education through bespoke and personalised programmes.

The Inclusion Pathway is a dedicated initiative aimed at supporting children who are facing Emotionally Based School Avoidance (EBSA). Our primary goal is to facilitate their successful reintegration into an educational environment, ensuring that they receive the appropriate support tailored to their individual needs. We collaborate closely with the Local Authority to identify and secure a suitable bespoke package for children with recognised EBSA, as well as for those struggling to attend school due to their special educational needs.

Our ethos, encapsulated in our motto 'Start small, grow tall,' reflects our unwavering belief in the potential of every child. We understand that with the right support, encouragement, and understanding, all children can thrive. We embrace a relational approach to education; fostering a sense of safety and personal value is paramount to creating an effective learning atmosphere.

We believe passionately that with the right support at the right time; pupils will thrive in school and be ready for the next stage of their education. At Light Years School our ethos is clear; we put the child first in all circumstances.

To ensure our pupils are ready to learn, Light Years School will create a school environment which makes pupils feel safe, secure, and supported. We do this by establishing strong and trusted professional relationships and providing pupils with an inviting and accessible environment.

This role would suit a teacher who:

- Believes that every child can succeed.
- Can think creatively and flexibly.
- Values relationships as the foundation for learning.
- Is resilient and solution focused.
- Enjoys working collaboratively with families.
- Can celebrate small steps of progress.
- Is passionate about inclusion.
- Can embed learning naturally through play and exploration.

Key Information

Salary: Light Years Pay Scale LY1-LY9 depending on experience

Hours: 37.5 hours per week

Contract Type: Full time, Permanent

Reporting to: Headteacher and Assistant Headteachers

Person Specification

The ideal candidate:

- Will have experience of supporting pupils with social, emotional and mental health needs.
- Will be willing to undertake additional training to further support the role.

Essential	Desirable
• Qualified Teacher Status (QTS). • Experience working with pupils with SEND and/or SEMH needs. • A relational and trauma-informed approach to behaviour and emotional regulation. • Strong understanding of inclusive teaching strategies. • Ability to build trusting relationships with children experiencing EBSA. • Understands how to reduce demands and increase engagement. • Experience working collaboratively with parents, carers and external agencies. • Excellent communication and organisational skills. • Confidence working independently in a variety of settings, including home visits and virtual learning.	• Experience supporting pupils with Emotionally Based School Avoidance (EBSA). • Knowledge of attachment theory, trauma-informed practice and emotionally available adult approaches. • Experience working with Alternative Provision. • Experience writing and reviewing attendance support plans. • Understanding of EHCP processes and annual reviews. • ELSA, Thrive, Mental Health Lead or similar training.

Values

Our Team will share our values:

Understanding: We show understanding and care to truly comprehend a child's journey up to the point of joining our school.

Acceptance: We encourage children to accept themselves and others for who they are and feel good about themselves.

Celebrate: We celebrate pupil's individuality and their superpowers!

Resilience: We inspire pupils to try new experiences, overcome barriers and grow in confidence.

Courage: We promote a culture where pupils will feel safe enough to see failure as part of their learning and be brave enough to take on the next challenge.

Kindness: We treat our school community with kindness and respect.

Main Purpose

The Primary Teacher Inclusion Pathway will:

- Coordinate the strategic direction and development of inclusive provision across the school with a focus on those children on the Inclusion Pathway
- Lead the inclusion pathway curriculum, both academic and pastoral for all pupils
- Plan and deliver exceptional lessons in line with the school's curriculum and wider policies.
- Ensure the safety and welfare of pupils is promoted by adhering to the safeguarding policies and procedures of the school at all times.
- Complete home visits to support pupils' educational experiences and opportunities.
- Work in partnership with all staff at Light Years School to enable pupils to participate fully in all aspects of the Inclusion Pathway.
- Build strong and trusting relationships with pupils to support them academically and socially and emotionally.
- Build relationships with a range of trusted alternative provisions to ensure pupils are safe and engaged in high quality alternative provision where applicable.
- Work with pupils both in school and externally, supporting their remote learning, creating inclusive opportunities and working alongside alternative provisions.
- Fulfil the professional responsibilities of a teacher as set out in the Teachers' Standards Part 1 and Part 2.
- Develop graduated reintegration plans for pupils experiencing EBSA.
- Use attendance, engagement and wellbeing data to evaluate the effectiveness of interventions.
- Work alongside families to reduce barriers to attendance.
- Support pupils to develop emotional regulation, confidence and readiness for learning.
- Contribute to multi-agency planning around attendance and engagement.
- Demonstrate an emotionally available, nurturing and trauma-informed approach which promotes psychological safety and belonging.

Primary Classroom Teacher Specific Responsibilities

Teaching, Learning and Pastoral Support

- Plan well-structured multi-sensory, adaptive lessons across the primary national curriculum, following the school's plans, curriculum and schemes of work to support pupils on the inclusion pathway.
- Teach planned lessons in school, during home visits and virtually follow Light Years School multi-sensory, adaptive approach to allow for success and progress.
- Use platforms such as Tapestry and Teams to support pupils learning
- Design and manage timetables to support attendance on the inclusion pathway, liaising with the Inclusion team and external agencies.
- Assess, monitor, record and report on the learning needs, progress and achievements of assigned pupils, making accurate and productive use of assessment.
- Ensure resources are available and appropriate for both virtual and in person sessions.
- 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.
- Foster a love of learning beyond the curriculum through our Personal Development provision.
- To escort and supervise pupils on educational visits and out of school activities, ensuring their health, safety and well-being at all times.
- Contribute to the overall ethos, aims and work of the school.
- Support the physical, intellectual, emotional and social development of pupils, including contributing ideas and suggestions to support planning, to meet their development needs.
- Carry out specialist strategies and techniques in relation to pupils' special educational needs
- To provide education, care and encouragement to children and young people with disabilities or special educational needs, supporting them to participate in activities and liaising, if required, with parents / carers / other professionals as appropriate.
This will include working with children and young people who have a range of needs including:
 - Communication & interaction needs;
 - Cognition & learning needs;
 - Social, emotional and mental health needs;
 - Sensory and/or physical needs;
 - Medical needs.
- Develop strategies to support pupils with Emotionally based school avoidance (EBSA) feel safe and confident with the aim to improve their attendance and engagement.
- To encourage participation and interaction in structured and unstructured learning activities, including play (timetabled and during breaks if required).

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 for all children on the Inclusion Pathway.
- Provide cover, in the unforeseen circumstance that another teacher is unable to teach.

- Lead subject(s) to improve outcomes across the whole school.

Administrative duties

- Actively contribute to the personal development curriculum including leading trips and visits.
- Contribute to annual reviews by creating and updating IEPs and positive behaviour plans for pupils in their class.
- Ensure all attendance plans are accurate and up to date
- Provide monitoring reports to the Headteacher, Inclusion Manager and Curriculum Lead
- Provide attendance data to caseworkers on an agreed timeline
- Create and share with senior leaders and external agencies timelines to demonstrate how an increase in attendance will be achieved.
- Ensure all records are kept up to date, including home visit records and learning sessions.

Working with parents/carers

- Build positive and professional relationships with parents and carers.
- Follow the school's communication process when communicating with parents.
- Ensure communication is completed in a timely manner.
- To raise concerns with the Headteacher and/or DSL as appropriate.
- Communicate effectively with parents and carers in line with the school's communication theory.
- Contribute to meetings with parents and carers by providing feedback on pupil progress, attainment and barriers to learning, as directed by teachers.

Work with external providers

- Collaborate with alternative provisions to provide additional opportunities for pupils on the Inclusion Pathway
- Follow all safeguarding procedures and protocols in relation to the use of any alternative provisions.
- Liaise with external providers to regularly monitor and assess progress and achievements of pupils in line with their EHCP targets
- Maintain all records when working with external providers
- Attend meetings as required to support pupils on role at Light Years School.

Working with colleagues and other professionals

- Collaborate and work with colleagues and other relevant professionals within and beyond the school.
- Develop positive relationships with colleagues, providing consistent and effective support and working constructively as a member of the school staff team.
- Update the Headteacher, staff and the Governing Board on the effectiveness of additional provision through a half termly report

- Share knowledge and understanding of pupils with other school staff and education, health and social care professionals, so that informed decision making can take place on intervention and provision.

Health and Safety

- Promote the safety and wellbeing of pupils.
- Maintain a safe environment which is well structured and clean.
- Write risk assessments for home visits and learning experiences, ensuring they are maintained and kept up to date.
- Conduct daily checks of learning spaces and report concerns and hazards to the maintenance manager or Headteacher.
- Complete health and safety training allocated by the school.
- Follow all health and safety guidance when working away from the main school site
- Complete risk assessments for onsite activities and ensure risk assessments are kept up to date and maintained.

Professional Development

- Engage in the school's appraisal procedures and process.
- Help keep their own knowledge and understanding relevant and up to date by reflecting on their own practice, liaising with school leaders, and identifying relevant professional development to improve personal effectiveness.
- Take part in the appraisal and professional development of others, where appropriate.
- Attend training courses, conferences, seminars or other meetings as required by employees own training needs and the needs of the school.
- Complete mandatory online training modules selected by the school.
- Attend all in-house training as required by the Headteacher.
- Light Years School is committed to developing expertise in inclusive practice. Staff have access to specialist training in:
 - EBSA
 - Trauma-informed practice
 - SEND
 - Autism
 - Mental health and wellbeing
 - Positive behaviour support
 - Safeguarding

Support and development

At Light Years School, we recognise that supporting children with complex barriers to education requires a strong and collaborative staff team. Teachers within the Inclusion Pathway are never expected to work in isolation and benefit from a comprehensive support network

Staff can expect:

- Regular supervision and support from the Headteacher, Inclusion Manager and Senior Leadership Team.
- Close working partnerships with our therapy team, learning support assistants and wider multidisciplinary professionals.
- Opportunities for joint planning, problem-solving and case discussion.
- Training and professional development focused on SEND, SEMH, EBSA, trauma-informed practice and inclusive education.
- Support when conducting home visits, including robust risk assessment procedures and clear safeguarding protocols.
- Access to wellbeing support and a culture that prioritises staff welfare.
- Regular opportunities to reflect on practice and celebrate pupil progress.
- Collaborative working with external agencies to ensure responsibility for pupils is shared appropriately.

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 practises 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.
- Take opportunities to build the appropriate skills, qualifications, and/or experience needed for the role, with support from the school.
- Maintain an awareness of school, national and statutory policies and requirements and apply these in the workplace.

Safeguarding

- Work in line with statutory safeguarding guidance (e.g. Keeping Children Safe in Education, Working Together to Safeguard Children, 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.
- Be vigilant in taking responsibility for safeguarding children and comply with the schools safeguarding policy.
- Know that safeguarding is everyone's responsibility and maintain an attitude of "*it could happen here*".
- Follow all safeguarding guidance and procedures when working away from the main school site
- Record all safeguarding concerns in line with the school's policies and procedures
- Complete home visit risk assessments and ensure they are maintained and kept up to date.

General responsibilities for all staff

- All staff have a responsibility to work within the school's Child Protection and Safeguarding Policies. Failure by a member of staff to report actual or reasonably suspected physical, sexual or emotional abuse or neglect of a child may be considered a disciplinary offence.
- As employees, all staff may gain knowledge of a highly confidential nature relating to the private affairs, diagnosis and treatment of pupils, information affecting members of the public, matters concerning staff and/or details of items under consideration of the school. Under no circumstances should such information be divulged or passed to any unauthorised person or persons. This includes holding discussions with colleagues concerning learners in situations where the conversation may be overheard. Breaches of confidentiality will result in disciplinary action, which may involve dismissal.
- All staff have a responsibility to maintain the health and safety of themselves and others within the performance of their duties in accordance with the organisation's health and safety policy and to undertake specific health and safety responsibilities as directed.
- All staff are expected to support a commitment to equality of opportunity.
- All staff are expected to use their utmost endeavours to promote the interests and reputation of the school and any associated body.

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks to be carried out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the Headteacher or Line Manager.

To Apply

Please complete an application form and return to the school via admin@lightyearseducation.co.uk. Visits to the school are warmly welcomed and if you have any questions about the role or would like to discuss the vacancy, please contact Sarah Alden, Headteacher via the school office.

Safer Recruitment

We are committed to safeguarding and promoting the welfare of our children and young people and expect all staff and volunteers to share this commitment. We will ensure that all our recruitment and selection practices reflect this commitment. All successful candidates will be subject to a Disclosure and Barring Service check along with other relevant employment checks.