

Midday Inclusion Practitioner

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

Salary: Light Years Pay Scale K12 (£5,680 actual)

Hours: 10 hours per week

Contract Type: Part time, Permanent

Reporting to: Inclusion Manager

This is an exciting opportunity to join our team in the role of **Midday Inclusion Practitioner**. You would be working alongside other team members including senior leaders, classroom teachers, a therapy team and other support roles. Our provision includes small class sizes of 8 pupils, sensory friendly learning spaces, large classrooms, outside play areas, high staff to pupil ratio and a personalised multi-sensory curriculum approach.

Our school motto; 'start small, grow tall' symbolises a child's growth and development through their individual learning journey at Light Years School. 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.

As an Midday Inclusion Practitioner, you will play a vital role in promoting inclusive practices, championing the rights of every child to enjoy successful lunchtimes at school. If you are motivated by a commitment to prioritising the child in every interaction and decision, we would be delighted to hear from you. This is an exceptional opportunity to make a meaningful difference in the lives of our pupils within a supportive and innovative school community.

Values

Inclusion Practitioners 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

Midday Inclusion Practitioners will:

- Work in partnership with all staff at Light Years School to enable pupils to participate fully in all aspects of school life.
- Provide support for pupils with special educational needs (SEN). This will involve working with all members of the staff team to ensure successful and safe lunchtimes for all children. Work within the Inclusion Practitioner team to support both academic learning where appropriate and personal development.
- Build strong and trusting relationships with pupils to support them academically and socially and emotionally.
- Uphold the safeguarding of all pupils and staff.

Inclusion Practitioner Specific Responsibilities

Supporting pupils

- Build positive relationships with pupils, promoting high self-esteem and independence.
- Adapt communication style to respond to pupils according to their individual needs.
- Support pupils with their social, emotional and mental health needs, escalating concerns where appropriate.
- Promote high standards of behaviour, responding to incidents in line with the school's positive behaviour policy and guidelines on physical intervention.
- Assist with the development and delivery of individual education and support plans.
- Work with pupils both in school and on our inclusion pathway, creating inclusive opportunities and working alongside alternative provisions.
- Develop independence while maintaining high quality and vigilant supervision of pupils.
- 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.
- Work with pupils on roll at Light Years School, but not attending full time, to support their re-engagement and reintegration back into an educational setting.
- 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).

Working with staff, parents/carers and relevant professionals

- 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.
- Communicate effectively with parents and carers under the direction of teachers and the senior leadership team.
- 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.
- Share responsibility as appropriate for inclusion links and community skills.

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 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.
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- Attend training courses, conferences, seminars or other meetings as required by employees own training needs and the needs of the school.
 - Contribute to the achievement of key objectives in the School Improvement Plan by supporting the teacher with improvements in the classroom, supporting the school's wider role in the community.

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*".

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.

Visits are strongly encouraged prior to interview. We support our Inclusion Practitioners to take on other areas of responsibility and become trained and/or qualified in specialist areas, for example ELSA /Thrive / Lego therapy. If you already have specialist training or are willing to undergo further CPD, this would be an advantage.

To Apply

Please go to our website www.lightyearseducation.co.uk and complete an application form and return to admin@lightyearseducation.co.uk. Early applications are encouraged, and we reserve the right to close the vacancy if a suitable candidate is found. If you have any questions about the role or would like to arrange a tour, please contact Sarah Alden via email at admin@lightyearseducation.co.uk.

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.

Person Specification

Criteria	Qualities
Qualifications and experience	• GCSE or equivalent level, including at least a Grade 4 (previously Grade C) in English and Maths
Skills and knowledge	• Experience working in a school environment or other educational setting • Experience working with children/young people with special educational needs (SEN) • Good organisational skills • Ability to build effective working relationships with pupils and adults • Skills and expertise in understanding the needs of pupils • Knowledge of how to help adapt and deliver support to meet individual needs • Excellent verbal communication skills • Ability to work as part of a team and flexible in their approach to daily routines • Active listening skills • The ability to remain calm in stressful situations • A good understanding of how children learn • Ability to adapt teaching to meet pupils' needs • Knowledge of guidance and requirements around safeguarding children • Knowledge of effective behaviour management strategies
Personal qualities	• Enjoyment of working with children • Confident and proactive • Resilient, positive, forward looking and enthusiastic about making a difference • Capacity to inspire, motivate and challenge children and young people • Sensitivity and understanding, to help build good relationships with pupils • A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school • Commitment to maintaining confidentiality at all times • Commitment to safeguarding pupils' wellbeing and equality

This job description is subject to annual review and/or change at other times in response to identified needs of the school.