



Boorley Park Primary

JOB DESCRIPTION

JOB TITLE:	Inclusion Practitioner
GRADE/ ROLE PROFILE REF:	Grade B
WORKING WEEKS/ HOURS:	39 weeks; 30 hours per week
TIMES WORKED:	Monday to Friday 8.5am – 3.15pm
BASE:	Boorley Park School

ORGANISATIONAL ARRANGEMENTS:

Job holder:

Reports to: Inclusion Leader

GENERAL STATEMENT

To represent RAISE Education Trust in a positive manner and to treat all visitors with respect, courtesy, and consideration, to ensure that every effort is made to satisfy reasonable requirements and assist in the maintenance of an attractive welcoming campus.

To carry out duties correctly and promptly in a good working atmosphere and to assist in the creation of a safer environment by adhering to Health and Safety Regulations and agreed Codes of Practice for RAISE Education Trust employees. Attendance at training courses may be required as part of professional updating.

JOB PURPOSE

To foster the participation of pupils in the social and academic processes of a school. To seek to enable pupils to become more independent learners and to support pupils with the application of self regulation strategies.

RESPONSIBILITIES/ACCOUNTABILITIES:

Crisis Response and In-the-Moment Regulation

- Immediately respond to radio calls from teaching and support staff across the school to support instances of disruptive dysregulation in classrooms or other learning areas.
- Make appropriate, swift professional judgments and dynamically risk assess each situation upon arrival to prioritise the safety of the child, other pupils and staff.

- Apply a repertoire of effective de-escalation and co-regulation techniques to help the child stabilise their emotional state in the moment.
- Provide the most effective regulation support in that specific moment, utilising knowledge of trauma-informed practice and sensory needs.
- Escort the dysregulated child calmly and safely to the designated Regulation Space when the classroom environment is no longer conducive to regulation.

Reintegration and Consistency

- Maintain and model high and consistent expectations for the child throughout the entire support process, even during dysregulation and recovery.
- Lead the process of supporting the child's successful return to the classroom following a period of regulation, ensuring the child is calm and ready to re-engage with learning.
- Briefly liaise with the classroom teacher upon return to share key information (e.g., specific triggers, successful strategies used) to facilitate a smooth transition.
- Provide direct, explicit coaching to children on identifying their feelings, understanding their triggers, and practicing preferred regulation strategies.
- Ensure, alongside the class teacher, any missed learning is followed up and completed where appropriate.

Regulation Space Management and Availability

- Maintain a consistent presence in the Regulation Space when not responding to calls, ensuring readiness for immediate deployment.
- Ensure the Regulation Space remains a calm, inviting and well-organised area, fully stocked with necessary sensory and regulation tools.
- Provide direct supervision and therapeutic support to any child utilising the Regulation Space for a planned or reactive period of time.

Documentation and Reporting

- Accurately complete and monitor records of the amount of dysregulation, including the duration and location of the incident, using the designated school system.
- Detail the specific strategies used during the intervention and their efficacy to contribute to the child's ongoing behaviour profile.
- Complete thorough reviews of incidents, noting potential triggers, contributing factors and suggested future interventions to prevent recurrence.
- Report all key observations, concerns and patterns of dysregulation to the Inclusion Leader for analysis and strategic planning.
- Debrief with relevant stakeholders and review plans as required

Additional Duties

- Provide supervision during breaktimes and lunchtimes, leading a protective measures group where required

NOTES

- The School and site is open between the hours of 7.00am and 7.00pm and Support Staff may be asked to carry out their duties during these hours in order to meet the operational needs of the school. Those staff who may be asked to work outside these times will have a note to that effect in their job description.
- Hours of work/designated lunch times may be subject to change for operational reasons.

- All applications for leave of absence, claims for additional hours, changes to published hours of working, etc. should be agreed and processed via the HR Manager and Headteacher to enable records to be kept.
- If, at the time of interview for a post, an applicant has already booked a holiday (or other event), then that will be honoured up to six months after the starting date.
- No other holidays will be granted during term time without a very exceptional reason. Notice must be given in writing at least 6 working weeks in advance.
- In exceptional cases where time off is granted it will either be as
 - (a) unpaid leave, or
 - (b) time made up in lieu (by negotiation).
- There are other occasions when the Headteacher may grant leave (unpaid or time made up in lieu)
 - (a) Overtime has been worked by agreement with the Headteacher.
 - (b) To attend a special event e.g. graduation.

FLEXIBILITY STATEMENT

The content of this Job Description represents an outline of the post only and is therefore not a precise catalogue of duties and responsibilities. The Job Description is therefore intended to be flexible and is subject to review and amendment in the light of changing circumstances, following consultation with the post holder.

PERFORMANCE REVIEW (IPP)

All support staff undertake an annual Individual Performance Planning cycle (IPP) in line with school policy and practice. This postholder's IPP would be line managed and undertaken by the Inclusion Leader.

Date Prepared:

Prepared By:

Date Reviewed:

Reviewed By:

