

ST JOHN THE BAPTIST PRIMARY SCHOOL
St. John's Way, Ragworth, Stockton-On-Tees, TS19 0FB

St John the Baptist CE Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff, governors, volunteers, and visitors to share this commitment.

POST TITLE:	Inclusion Support Practitioner
GRADE:	NJC Grade F SCP 7-8
RESPONSIBLE TO:	Class Teacher / SENCO
PURPOSE OF THE ROLE:	To support pupils with SEMH needs and emotional dysregulation, delivering targeted interventions and promoting emotional wellbeing, in line with the school's Thrive-informed and trauma-informed approach.

TASKS:

SUPPORT FOR THE PUPIL:

- Supervise and provide tailored support to pupils, individually and in groups, to meet their emotional and learning needs ensuring their safety and access to learning activities
- Be aware of and implement Individual Education and Behaviour Plans (IEPs, EHCPs) and Personal Care programmes
- Establish constructive relationships with pupils and interact with them according to individual needs
- Assist pupils in developing communication, social, and emotional skills using structured approaches and visual supports where appropriate
- Set challenging and demanding expectations to foster personal self-esteem, confidence and independence
- Encourage pupils to interact with others promoting positive relationships and a sense of safety and belonging
- Support positive behaviour and provide feedback to pupils in relation to progress and achievement, under the guidance of the teacher, using agreed school strategies
- Respond effectively to dysregulated behaviour using agreed strategies

SUPPORT FOR TEACHING AND LEARNING:

- Create and maintain a purposeful, calm, and supportive environment, in accordance with lesson plans
- Work closely with the teacher to deliver structured emotion based and Thrive informed interventions
- Use strategies, in liaison with the teacher, to support pupils to achieve learning goals
- Provide detailed and regular feedback to teachers on pupils' achievement, progress etc
- Promote good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour
- Monitor pupils' responses to learning activities and interventions and accurately record achievement/progress as directed

SUPPORT COLLABORATION WITH FAMILIES AND AGENCIES

- Liaise with parents and carers, offering support and practical strategies
- Work alongside external professionals e.g. SEND services, Health, Social Care
- Attend meetings and contribute to reviews as required
- Support staff in embedding trauma-informed and relational practices
- Promote inclusive values across the school
- Contribute to behaviour and wellbeing strategies

SUPPORT FOR THE SCHOOL:

- Uphold the school's Christian values

- Be aware of and comply with policies and procedures relating to safeguarding, health, safety and security, confidentiality, and data protection reporting all concerns to an appropriate person
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop
- Contribute to the overall ethos/work/aims of the school
- Appreciate and support the role of other professionals
- Attend and participate in relevant meetings as required
- Assist with the supervision of pupils out of lesson times
- Accompany teaching staff and pupils on visits, trips and out of school activities as required and take responsibility for a group under the supervision of the teacher
- Participate in training and other learning activities and performance development as required – including safeguarding
- Show a duty of care and take appropriate action to comply with Health & Safety requirements at all time
- Demonstrate and promote commitment to Equal Opportunities and to the elimination of behaviour and practices that could be discriminatory
- To promote and safeguard the welfare of children and young persons for whom you are responsible and with whom you come into contact
- Safeguarding – Promoting the Welfare of Children and Young People
- To demonstrate a commitment to safeguarding and promoting the welfare of children and young people, staff, and volunteers.
- To demonstrate a thorough understanding of safeguarding and safer recruitment policies and procedures, and their application within an educational setting/environment.

The post holder may be expected to undertake other duties commensurate with the level of responsibility that may be allocated from time to time.

Signed:

Date:



PERSON SPECIFICATION

POST TITLE: Inclusion Support Practitioner

GRADE: Grade F SCP 7-8

	Essential	Desirable
QUALIFICATIONS/ TRAINING:	L2 Teaching Assistant Qualification OR relevant other qualifications/experience	First Aid Certificate Other relevant SEND qualifications
EXPERIENCE:	Experience working with Primary aged children Experience supporting pupils with SEMH needs and/or behavioural needs	Experience supporting learning of Primary aged children Experience working with pupils in a SEND or Specialist Provision
SKILLS/ KNOWLEDGE:	Understanding of inclusive practice and barriers to learning Understanding of behaviour as communication Ability to remain calm and patient in challenging situations Strong interpersonal and communication skills (including accurate grammatical skills) Ability to work effectively as part of a team Ability to build positive relationships with pupils and adults	Training in Thrive or similar approaches Understanding of relational/therapeutic behaviour strategies
PERSONAL ATTRIBUTES:	Commitment to the school's inclusive Christian ethos and values Patience, empathy, and resilience Having an optimistic and enthusiastic outlook Flexible and proactive approach High expectations of self and others Ability to work collaboratively as part of a team Commitment to professional development including trauma informed training Integrity, professionalism, and a strong sense of responsibility Commitment to safeguarding and promoting the welfare of children	Willing to take an active role in aspects of school life beyond the school day.