

Job Description

Inclusion Champion



Job Title:	Inclusion Champion
School:	Brampton Ellis Primary School
Salary Scale:	Band F – 35.5 hours
Responsible to:	The Head of School, SENDCo and the governing body

Purpose of Post:

- To work under the guidance of SENDCo/HT, alongside the inclusion team and within an agreed system of supervision.
- To support pupils in their self-regulation to enable them to settle to learn.
- To implement agreed behaviour intervention programmes with individuals/groups, in or out of the classroom.
- To support staff in the personalisation of activities to improve settled behaviour for learning.
- To support staff to develop a deep and wide-ranging understanding of the reasons behind different behavioural difficulties through professional development, research and training in order to provide a range of personalised strategies in response.
- To ensure learning/nurture environments are supportive to need.
- To monitor the recording of behavioural incidents within their area.
- To have an understanding of therapeutic approaches and restorative practice.
- To skilfully use active listening, empathic understanding and unconditional positive regard.

Key Areas

- Support for pupils
- Support for school staff
- Support for the school
- Support for safeguarding
- Support for parents, carers and families

Support for pupils

1. Use specialist (SEMH/behavioural) skills/ training/ experience to support pupils to be able to regulate
2. Assist with the development and implementation of Individual Behaviour Support/ Mentoring plans and strategies.
3. Establish productive relationships with pupils, acting as a positive role model
4. Promote the inclusion and acceptance of all pupils within the classroom.
5. Support pupils with consistent unconditional regard, whilst recognising and responding to their individual needs.
6. Support the development of independence and employ strategies to recognise and reward achievement of self-reliance.
7. Encourage pupils to interact and work co-operatively with others
8. Provide pastoral support to pupils.
9. Participate in comprehensive assessment of pupils to determine those in need of particular help.
10. Develop 1:1 mentoring arrangements with pupils and provide support for distressed pupils.

11. Support the speedy/ effective transfer of pupils across phases/ integration of those who have been absent.
12. Challenge and motivate pupils, promote and reinforce self-esteem.
13. Have a commitment to become a specialist in understanding and supporting students with SEMH needs by undertaking action research as required.

Support for school staff

1. Support staff to establish appropriate learning environments.
2. Observe pupils' responses to learning to suggest any strategies, resources or amendments to lesson planning and delivery that could better support pupils.
3. Assist in the development and implementation of appropriate whole school behaviour management approaches
4. Ensure timely and accurate design, preparation and use of specialist equipment, resources and materials.
5. Provide objective and accurate feedback as required re pupil engagement, behaviour and other matters ensuring the availability of relevant evidence
6. Be responsible for maintaining and updating records, information and data as agreed with SLT, contributing to reviews of systems/ records as requested and producing analysis and reports as required.
7. Liaise sensitively and effectively with parents/carers as agreed with the teacher within your role/responsibility and participate in feedback sessions/meetings with parents with, or as directed.
8. Provide appropriate guidance and supervision and assist in the training and development of staff as appropriate

Support for the school

1. Be aware of and comply with policies and procedures relating to child protection, health, safeguarding, confidentiality and data protection, reporting all concerns to an appropriate person.
2. Support difference/diversity and ensure all pupils have equal access to opportunities to learn and develop.
3. Contribute to the overall ethos and aims of the school.
4. Establish constructive relationships and communicate with other agencies, in liaison with the teacher, to support achievement and progress of pupils.
5. Attend and participate in meetings as appropriate.
6. Participate in training and other learning activities and performance development as required.
7. Undertake planned supervision of pupils' out of school hours learning activities if appropriate.
8. Supervise pupils on visits, trips and out of school activities as required.

Support for safeguarding

In your role you must;

1. Maintain confidentiality as per the Schools Policies and practice.
2. Fully understand your role in relation to Safeguarding and follow policy and practice with integrity.
3. Ensure that your conduct outside of work does not bring yourself or the school into disrepute.
4. Attend training as directed in order to ensure up to date knowledge and skills.

Support for the parents/carers and families:

1. Establish constructive relationships and communication with parents/carers, exchanging information, facilitating their support for their child's attendance, access and learning and supporting home to school and community links
2. Maintain confidentiality as per the Schools policies and practice.
3. Ensure high quality communications celebrating improvement as well as addressing challenge.

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| 4. Support families in developing effective parenting and decision making at home, and signpost where additional support may be required. |
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General

1. To undertake any other duties, commensurate within the grade, at the discretion of your line manager, Senior Leadership Team, Head Teacher or Trust.
2. NVQ Level 3 or equivalent in an SEN specialism and/or Learning and Teaching Support and GCSE Grade C or above in English and Maths will be an additional minimum requirement
3. The post holder will also require specialist skills / training with SEMH and understand how and why behaviour impacts children.
4. To attend daily and weekly meetings, in accordance with school policy and to lead such meetings as required.

The following knowledge / skills will be required:

- Full working knowledge of relevant policies / codes of practice / legislation
- Good understanding of child development and learning processes
- Good understanding of a range of SEMH need and effective practice
- Understanding of statutory frameworks relating to teaching.
- Ability to organise, lead and motivate a team.
- Constantly improve own practice / knowledge through self-evaluation and learning from others.
- Ability to relate well to children and adults.
- Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these.

Signature of Post holder

Signature of Headteacher