JOB ROLE: **Senior Inclusion Support Assistant**

PAY BAND: **5**

HOURS: **37 hours per week/40 weeks per year**

REPORTS TO: **Head of Centre**

Trafalgar School is a vibrant learning community where every member of staff understands the difference that they can make to our students' outcomes. We expect all staff to be actively involved in the personal development of our young people and to show full commitment to their own and the school's professional development.

Trafalgar School and its Governing Body are committed to safeguarding and promoting the welfare of children and young people; and they expect all staff to share this commitment.

Key Purposes:

To perform all duties and accountabilities as described in the Inclusion Support Assistant Job Description.

To provide training and development for staff relating to access arrangements and exams, working individually or with groups as required.

To monitor and evaluate the effectiveness of exam support, reporting regularly to the Deputy Head of Centre: Learning and Cognition.

To provide advice and guidance to parents and work with outside agencies.

To lead access arrangements for internal and external examinations.

To lead specialist intervention for students, particularly those with learning and cognition needs.

Accountabilities:

1. To undertake all accountabilities as specified in the Inclusion Support Assistant Job Description.

2. To ensure appropriate deployment of Inclusion Support Assistants for access arrangements and support where required

3. To develop and maintain the highest professional levels of knowledge and expertise in their Intervention Specialisms.

4. To be aware of training and professional learning needs of staff who support exams and ensure all staff have the appropriate levels of skill to deliver effective support during internal and external examinations and assessments.

5. To assist with and develop to provide professional learning opportunities for all staff in relation to access arrangements.

6. To support with monitoring and evaluating attendance; seeking to motivate all students to have excellent attendance rates.

7. Complete neurodiversity profiles and other assessments: liaising with students, their families, internal and external professionals to identify students' needs and ensure strategies are put in place to scaffold learning.

8. To ensure that appropriate resources and equipment are available to support exams and access arrangements.

9. To complete the administration and evidence gathering for access arrangements.

10. To communicate effectively and regularly with all staff, parents, outside agencies as required to ensure their awareness of access arrangements for individual students so that the positive impact of their support can be maximised.

11. To monitor and evaluate the effectiveness of all intervention provision, taking account of assessment, data and feedback from teachers, parents and students and outside agencies, as appropriate.

12. To report to the SENCO and Head of Centre on progress for those receiving access arrangements and give recommendations for future intervention as appropriate.

13. Have a commitment to safeguarding; taking part in continued professional development to ensure that you remain aware of the additional vulnerability of some students, including students with SEND.

14. To work positively and supportively with other Inclusion Support Assistants and wider Inclusion Team, to ensure that the Inclusion Team functions professionally and effectively.

15. To contribute to the devising of plans and take a lead on the delivery of support with access arrangements and learning and cognition.

16. To respond and undertake all reasonable requests from the SENCO and Head of Centre relating to activities consistent with a Leadership role within the Inclusion Team.

17. To invigilate public and internal examinations or provide support for students with exam access arrangements when necessary.

18. To lead access arrangements for internal and external examinations.

19. To participate in professional learning (including INSET and twilight INSET sessions) and Appraisal, contributing to the identification of own professional development needs.

20. To participate in the Personal Development curriculum for our students, leading events as required.

21. To be able to support the safe evacuation of students with physical impairment.

22. To provide physical assistance to those students with physical needs, including the carrying of equipment as required.

23. To promote students' wellbeing by undertaking supervision of students during their breaktimes as timetabled on a daily basis.

24. To assist the Deputy Head of Centre: Learning and Cognition in devising appropriate activities at breaktimes to enhance the wellbeing of all students and particularly for students with learning and cognition needs.

25. To participate professionally in own line management meetings, appraisal review meetings and team meetings.

26. To attend staff meetings and whole school events as required e.g. Open Evening and termly SEN Review Evenings as published annually in the whole school diary.

27. To work restoratively with staff, students, families and colleagues to maintain the strong community culture and very strong inclusive ethos of the school.

28. Promoting the learning environment of the school by challenging students appropriately, providing mentoring and guidance as required.

29. To be a Form Tutor and play an active role in promoting the House ethos.

30. To take responsibility for your own wellbeing.

31. At the discretion of the Executive Headteacher, to undertake other activities from time to time agreed to be consistent with the nature of the role.

This job description is subject to annual review and/or change at other times in response to identified needs. It is expected that the post holder will undertake additional duties, as required, and in agreement with their line manager, to operate in a flexible environment.

signed: _____

date: _____

signed: _____ date: _____