

## JOB DESCRIPTION

### Inclusion Support Assistant

**Grade:** Grade 3, Points 7 to 9 (£26,402 to £28,142 per annum pro rata).  
**Hours:** 37 hours per week, 38 weeks per year.  
**Responsible to:** Headteacher, Senior Leadership Team, Pupil Support Officer.

#### Job Purpose

We are aware of the ever increasing SEND and learning needs and changes in pupils' educational and social lives. This is having an increased impact on their learning and attendance, social, emotional and mental health needs and we need to respond to these demands. This post, ensures that pupils, families and colleagues are supported with the children's personal development, behaviour and resilience, attendance and welfare to achieve their potential.

The Inclusion & Pastoral Support Assistant will support our Pupil Support Officer and pastoral team, who in turn, work alongside the Headteacher, Deputy Head Teacher, SENCo and other Safeguarding Designates. The role of the Inclusion Support Assistant will work with, and under the guidance of, the above to ensure that every child achieves their learning potential by breaking down barriers to learning.

#### Main Functions

You will, under the Pupil Support Officer and Senior Leadership Team, undertake the responsibilities of supporting the well-being and welfare, learning, progress and attainment and attendance of pupils, including those requiring significant and bespoke support and intervention. This will include working alongside staff, families and external partners.

#### The Inclusion Support Assistant will:

- Support the vision, ethos and policies of the school and promote high levels of achievement throughout the school.
- Actively support and work with and alongside the Headteacher, Governors, Senior Leadership Team, Pupil Support Officer and staff in promoting the achievement of the school ethos, aims and objectives.
- Have a sharp focus on promoting inclusion, adaptation and meeting need, championing this within school
- Build positive relationships with pupils, promoting high self-esteem, self-worth and independence
- Build positive relationships with families, working with and alongside them
- Liaise with, work alongside and refer to outside agencies, as required
- Plan and implement support and intervention in relation to pupils' resilience and behaviour, welfare, attendance and wellbeing, monitoring and evaluating its impact

- Understand and implement a graduated approach-assess, plan, do review
- Contribute towards the overall organisation and strategy of the school by responding proactively to school initiatives.
- Seek guidance where needed.
- Undertake any other reasonable duties, as determined by the Headteacher.

**Working alongside our Pupil Support Officer and Pastoral Team main roles include:**

**1. Behaviour**

- Ongoing positive presence and guide to all pupils, with a focus on positive solutions for all
- Working independently and proactively to assess the needs of each individual pupil referred by staff in order to provide mentoring, guidance and counselling support to bring about positive social, mental and emotional development and wellbeing
- Devising and implementing appropriate behaviour and resilience strategies to support pupils to positively modify their responses
- Raising aspirations and standards including behaviour, resilience and attendance for pupils who are disengaged, isolated, presenting dysregulated or distressed behaviour
- To support children with sensory needs
- Providing support for pupils and parents/carers at times of change and helping pupils to develop strategies to deal with the low resilience, stress and the impact these issues may have on their education
- Contributing to the delivery of alternative timetables for those pupils requiring additional support, intervention or bespoke packages
- Taking part in any relevant meetings e.g. review meetings or parental meetings
- Maintaining pupil records and case files
- Support in the production of reports any necessary reports to SLT
- Working within the classroom, assisting teaching and support staff with the support /care /teaching /learning of individuals or groups as needed
- Being flexible and solution focused in approach and adapting to suit the needs of the pupils
- Support in the production of half-termly reports to the Headteacher on pupil behaviour and analysis of data within

**2. Welfare**

- Being an Alternate Safeguarding Lead
- Following the school's Safeguarding Policy to ensure the safety and care of all pupils
- Actively promoting the safeguarding culture within the school in the role of Alternate Designated Safeguarding Lead
- Liaising with, and working alongside, outside partners and agencies, as and when necessary
- Attending Family Network Meetings, Child In Need meetings and Child Protection and Core Group meetings/conferences if/as required
- Supporting in the maintaining pupil records and case files
- Support in the production of half-termly reports to the Headteacher on pupil welfare and analysis of data within



Tel. 01473 623790



Email. [office@gorseland.net](mailto:office@gorseland.net)



[www.gorseland.net](http://www.gorseland.net)



Gorseland Primary School, Deben Avenue, Martlesham Heath, IP5 3QR

### 3. Attendance

- Promoting a positive attendance and punctuality culture
- Working alongside key school staff in school to promote excellent attendance, reducing levels of absence and working with children and families to promote high levels of attendance
- Working with identified individuals and groups of pupils, using regular attendance checks and working alongside parents/carers and pupils to improve levels of attendance
- Supporting the collation of information and response with regard to the attendance of pupils who may be experiencing attendance difficulties in order to inform and work alongside school, parents/carers and local authority officers
- Working alongside relevant staff to exchange information and determine appropriate levels of support and intervention.


### 4. In addition

- Promoting, championing and supervising positive break and lunchtimes for all
- Promoting an inclusive, positive free time, meeting the needs of all pupils including designing and exploring adaptations and resources required

Pay review arrangements on all aspects of this job description will be reviewed annually with targets identified and agreed within the Performance Management Process.

*Gorseland Primary School is committed to safeguarding and promoting the welfare of children and applicants must be willing to undergo child protection screening, including checks with past employers and the Disclosure and Barring Service.*



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## PERSON SPECIFICATION

### Inclusion Support Assistant

Essential	Desirable
Suitable level qualification at Level 3 or equivalent experience in relevant area/s of work	Working knowledge of SEND including, for example, supporting communication and interaction and sensory needs
Commitment to safeguarding and promoting the welfare of children and young people. DBS check-can be undertaken, if required for successful candidate	Working knowledge of approaches such as Signs of Safety and of solution focused approaches and interventions
Committed to listening to children, families and staff and to collaborative working	DSL/ADSL trained
Solution focused, a 'win, win' approach	Good understanding of Early Intervention and external agencies to whom to signpost and from whom to seek further support
An understanding of early intervention and external partners/agencies to whom to signpost or from whom to seek further support	Evidence of working with multi-agencies
Proven and effective communicator	Experience of working with children and families where there: *have been safeguarding concerns *may be concerns surrounding mental health resilience *is SEND need
A natural curiosity and tenacious nature	Experience of assessment and/or observation of the developmental needs of children
Ability to keep accurate records	Paediatric First Aid qualification
Good organisational skills, with the ability to prioritise	Thrive/ELSA trained
Ability to self-direct and use initiative	Ability to use technology and software to support an assess, plan, do, review process
A team player	Generic and physical de-escalation training
A sense of humour	

This job description sets out the duties of the post at the time it was drawn up. The post holder may be required from time to time to undertake other duties within the school as may be reasonable expected, without changing the general character of the duties or the level of responsibility entailed. This is a common occurrence and would not justify a reconsideration of the grading of the post.

**Date: June 2026**

