



**Burnside  
College**



# Assistant Inclusion Manager Application Pack

Burnside College  
St Peters Road  
Wallsend  
Tyne & Wear  
NE28 7LQ

T: 0191 2598500  
E: [office@burnsidecollege.org.uk](mailto:office@burnsidecollege.org.uk)  
[burnsidecollege.org.uk](http://burnsidecollege.org.uk)



Wellbeing Award  
for Schools

2023-2026





Dear Colleague,

Thank you for your interest in joining our team.

Burnside College is characterised by its strong community spirit and friendly working environment. Respect is one of our core values and is tangible throughout the school. We believe that strong relationships are the fabric of any successful school. Interactions at Burnside between staff, and with pupils, are based on mutual respect and are positive.

The school has been through a considerable period of change in recent years in order to raise standards and provide the best possible quality of education for our pupils. We were delighted that this was recognised in our 2020 Ofsted inspection. Burnside College was acknowledged to be a good school in all areas with outstanding sixth form provision. Staff are proud to work at our school and proud of the young people in our community.

These improvements have been secured through a real team effort between school leaders and staff. We have a relentless focus on teaching and learning and ensure we routinely consider the latest educational thinking in order to reflect on and refine what happens in classrooms. This goes hand in hand with a strong, caring, system of pastoral support and a focus on the personal development of our pupils.

There is an expectation at Burnside that staff will be determined to do the very best for the young people of Wallsend and always work positively, with the best interest of young people at heart. In return the school offers excellent support and professional development. We offer high quality staff training which is personalised to the experience and needs of the individual. A particular strength is the effective programme of support in place for NQTs and early years teachers. School leaders are considerate of the workload and wellbeing of staff. And the school provides good career progression opportunities.

We are looking to recruit staff to our team that are committed to high standards and to improving the life chances of young people. Further details about our school are available on the school website.

Yours faithfully

Mr D Jamieson  
Headteacher

## The Role: Assistant Inclusion Manager

<b>Type of Contract:</b>	<b>Full Time Permanent - 193 Day contract</b>
<b>Salary/Scale:</b>	<b>Grade 7 - £23,606 - £25,397</b>
<b>Start Date:</b>	<b>As soon as possible</b>
<b>Closing Date for Applications:</b>	<b>9am Friday 8th September 2023</b>
<b>Interview Date:</b>	<b>w/c Monday 11th September 2023</b>

We are pleased to be able to offer an opportunity for an enthusiastic and creative practitioner to work in our established inclusion unit. Applicants will be highly motivated and have a passion to ensure that our learners achieve the very best that they can at all times. The core purpose of the role will be to uphold the core standards of **pride, respect** and **achievement** with **all learners** but also ensure that all students receive the highest standard of bespoke support.

The Assistant Inclusion Manager will work alongside the Inclusion Manager to support students who have been removed from mainstream lessons. This will include supervising students in the school's behaviour unit (Quantum) and delivering interventions that promote positive behaviour choices.

### Specifically the successful candidate will:

- Support students in accessing learning opportunities including on-line lessons delivered live from the classroom.
- Identify, develop and implement effective learning objectives/plans.
- Use effective and appropriate strategies to support students learning.
- Encourage and support appropriate behaviour choices.
- Act as a role model to students and develop purposeful professional relationships.
- Support inclusion and identify effective strategies to integrate students back into mainstream lessons.
- Develop independence in students including self-reliance and self-regulation.
- Provide structured, evidence based feedback to students, parents/carers, school leaders and external agencies in verbal and written format.
- Develop multi-agency relations to support students including leading on early help assessments.
- Deliver out of school activities e.g. breakfast club and extra-curricular opportunities.
- Contribute to the overall ethos and aims of the school.

The successful candidate will be experienced at working with children who demonstrate barriers to learning. They will possess excellent interpersonal skills, have a passion for learning and be confident working in a dynamic and evolving environment.

If you would like more information about this post please contact Charlotte Jenkins, Deputy Headteacher, [c.jenkins@burnsidecollege.org.uk](mailto:c.jenkins@burnsidecollege.org.uk)

Please submit the application form **accompanied by a covering letter**, of no more than two sides of A4, in which you outline your experience and suitability for the post.

## **Purpose of the role (job statement)**

To complement the professional work of teachers by taking responsibility for agreed learning activities under an agreed system of supervision. This may involve planning, preparing and delivering learning activities for individuals/groups or short-term for whole classes and monitoring pupils and assessing, recording and reporting on pupils' achievement, progress and development.

Responsible for the management and development of a specialist area within the school and/or management of other Teaching Assistants including allocation and monitoring of work, appraisal and training.

## **Main duties: Support for Pupils**

- assess the needs of pupils and use detailed knowledge and specialist skills to support pupils' learning.
- establish productive working relationships with pupils, acting as a role model, and setting high expectations.
- develop and implement IEPs.
- promote the inclusion and acceptance of all pupils within the classroom.
- support pupils consistently whilst recognising and responding to their individual needs.
- encourage pupils to interact and work co-operatively with others and engage all pupils in activities.
- promote independence and employ strategies to recognise and reward achievement of self-reliance.
- provide feedback to pupils in relation to progress and achievement

## **Main duties: Supporting for Teachers**

- organise and manage appropriate learning environment and resources.
- within an agreed system of supervision, plan challenging teaching and learning objectives to evaluate and adjust lessons/work plans, as appropriate.
- monitor and evaluate pupils' responses to learning activities through a range of assessment and monitoring strategies against pre-determined learning objectives
- provide objective and accurate feedback and reports, as required, on pupil achievement, progress and other matters: ensuring the availability of appropriate evidence.
- record progress and achievement in lessons/activities systematically and providing evidence of range and level of progress and attainment.
- work within an established discipline policy to anticipate and manage behaviour constructively, promoting self control and independence.
- supporting the role of parents in pupils' learning and contribute to/lead meetings with parents to provide constructive feedback on pupil progress/achievement etc.
- administer and assess/mark tests and invigilate exams/tests.
- production of lesson plans, worksheets, plans etc.

## **Main duties: Support for the Curriculum**

- deliver learning activities to pupils within agreed system of supervision, adjusting activities according to pupils' responses/needs.
- deliver local and national learning strategies e.g literacy, numeracy, ks3, early years and make effective use of opportunities provided by other learning activities to support the development of pupils' skills.
- use ICT effectively to support learning activities and develop pupils' competence and independence in its use.
- select and prepare resources necessary to lead learning activities, taking account of pupils' interests and language and cultural backgrounds.
- advise on appropriate deployment and use of specialist aid/resources/equipment.

## **Main duties: Support for the School**

- comply with and assist with the development of policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting 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.
- establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils.
- take the initiative, as appropriate, to develop appropriate multi-agency approaches to supporting pupils.
- recognise own strengths and areas of specialist expertise and use these to lead, advise and support others.
- deliver out of school learning activities within guidelines established by the school.
- contribute to the identification and execution of appropriate out of school learning activities which consolidate and extend work carried out in class.

## **Line Management Responsibilities, where appropriate**

- Manage other Teaching Assistants.
- Liaise between Managers/Teaching Staff and Teaching Assistants.
- Hold regular team meetings with managed staff.
- Represent Teaching Assistants at teaching staff/management/other appropriate meetings

## **Responsibilities**

- be aware of, and comply with, policies and procedures relating to child protection, health, safety and security,
- confidentiality and data protection, reporting all concerns to an appropriate person
- be aware of and support difference and ensure equal opportunities for all
- 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
- participate in training and other learning activities and performance development, as required.

## Person Specification

<b>Criteria</b> <b>E = Essential D = Desirable</b>	
<b>Skills, Knowledge and Aptitudes</b> <ul style="list-style-type: none"> <li>• Can use ICT effectively to support learning.</li> <li>• Full working knowledge of relevant polices/codes of practice/legislation.</li> <li>• Working knowledge and experience of implementing national/foundation stage curriculum and other relevant learning programmes/strategies.</li> <li>• Good understanding of child development and learning processes.</li> <li>• Understanding of statutory frameworks relating to teaching.</li> <li>• Ability to organise, lead and motivate a team.</li> <li>• Constantly improve own practice/ knowledge through self-evaluation and learning from others.</li> <li>• Ability to relate well to children and adults.</li> <li>• Work constructively as part of a team: understanding classroom roles and responsibilities and your own position within these.</li> </ul>	 E E E  E E E E  E E
<b>Qualifications &amp; Training</b> <ul style="list-style-type: none"> <li>• Meet Higher Level Teaching Assistant standards or equivalent qualification or experience.</li> <li>• Training in relevant learning strategies e.g. literacy.</li> <li>• Specialist skills/training in curriculum or learning area e.g bi-lingual, sign language, ICT</li> <li>• Current NVQ level 2 in English and Maths or equivalent and willingness to work towards NVQ level 4 or degree equivalent in relevant discipline/job role</li> </ul>	 E  E D E
<b>Experience</b> <ul style="list-style-type: none"> <li>• Experience working with children of relevant age in a learning environment.</li> </ul>	 E
<b>Disposition</b> <ul style="list-style-type: none"> <li>• Able to work on own initiative and as part of a team with minimal supervision</li> <li>• A friendly, positive and flexible approach</li> </ul>	 E E

Burnside College is committed to safeguarding and promoting welfare of children and young people. Please note this position will require an Enhanced disclosure from the Disclosure & Barring Service. This post is exempt from the Rehabilitation of Offenders Act



## How to Apply

Please submit the application form **accompanied by a covering letter**, of no more than two sides of A4, in which you outline your experience and suitability for the post.

Completed applications should be returned to:

Miss K Drury  
FAO: Mr D Jamieson  
Burnside College  
St. Peter's Road  
Wallsend  
NE28 7LQ  
or electronically to [k.drury@burnsidecollege.org.uk](mailto:k.drury@burnsidecollege.org.uk)

Please contact the school if you require any further information relating to this post.  
Telephone: 0191 2598500

**Closing Date: 9am Friday 8th September 2023**

**Interview Date: Week commencing Monday 11th September 2023**

Burnside College is committed to safeguarding and all offers of employment are subject to satisfactory enhanced DBS clearance and other pre-employment checks.  
This post is exempt from the Rehabilitation of Offenders Act.