



## **HBEP Inclusion Support Assistant**

We are looking for an inclusion support assistant to work within our HBEP bases at Earl Shilton and Hinckley, supporting pupil attendance and mentoring programs with small groups and 1:1 with targeted students.

Hinckley and Bosworth Education Partnership (HBEP) is one of five Secondary Education Inclusion Partnerships (SEIPS) covering Leicestershire, who work closely with the area's schools to support the education students who have struggled in mainstream settings.

The partnership is chaired by Matt Nicolle who is also the head of Redmoor Academy. To achieve optimum progress for students HBEP commission a personalised timetable for students.

The successful applicant will have excellent interpersonal and sound ICT skills and will be able to build positive relationships quickly with students some of whom may have complex needs. We are looking for someone who can be inspiring to our students and to encourage motivation and re engagement.

If you wish to discuss this role further, please contact Karen Wicks (HBEP Co-ordinator) on 07920522903

Further information about the partnerships can also be found at [www.leicsseips.org](http://www.leicsseips.org)

### **HBEP Inclusion Support Assistant**

**Salary:** Grade 7 £20,856 – £22,131 pro rata. **Actual salary £16,022 - £17,001**

**Tenure:** One year fixed contract

**Hours of work:** 33 hours a week, 38 weeks term time. Four days of 8.30am – 3.15pm and one day 8.30am - 4.00pm

**Closing Date:** Friday 22<sup>nd</sup> September 2023

**Start date:** As soon as possible

**Interview day:** TBC

**Applications (found on [Redmoor Academy](http://Redmoor Academy) website) and covering letter to be addressed to Mr Nicolle and email to [ksmith@redmooracademy.org](mailto:ksmith@redmooracademy.org).**

**The closing date for applications is Friday 22<sup>nd</sup> September 2023**

## **Job Description and Person Specification:**

**Responsible for: None**

**Responsible to: Inclusion Support Manager; Partnership Co-ordinator**

### **Statement of Purpose**

To work, under guidance, to provide support in addressing the needs of pupils who need particular help to overcome barriers to learning. To assist other HBEP staff in the following:

### **Support for Pupils**

- Provide support with attendance and transport arrangements to ensure that daily registers are correct and timely.
- To liaise with home to ascertain reasons for absence.
- Provide pastoral support to pupils attending sessions at HBEP base centres as timetabled by the Inclusion Support Manager
- Receive and supervise pupils excluded from, or otherwise not working to, a normal timetable.
- In conjunction with lead HBEP staff, assist with the development and implementation of Individual Education/Behaviour/Support/Mentoring plans.
- Support provision for pupils with additional needs.
- Develop 1:1 mentoring arrangements with key pupils.
- Provide feedback to pupils and teachers in relation to progress, achievement, behaviour, attendance etc.

### **Support for HBEP staff**

- Clerical/admin support relating to classroom activity e.g., dealing with correspondence, compilation/analysis/reporting on attendance, exclusions etc, and making phone calls.
- Support pupils' access to learning using appropriate strategies and resources.
- Work with other staff in planning, evaluating and adjusting learning activities as appropriate.
- Monitor and evaluate pupils' responses and progress against action plans through observation and planned recording.
- Under direction of the Inclusion Support Manager, provide objective and accurate feedback and reports as required, to other staff on pupils' achievement, progress and other matters, ensuring the availability of appropriate evidence.
- Be responsible for keeping and updating records as agreed with other staff, contributing to reviews of systems/records as requested.
- Assist in the development and implementation of appropriate behaviour management strategies.

- Establish constructive relationships with parents/carers, exchanging information, facilitating their support for their child's attendance, access and learning and supporting home to school and community links.
- Assist the Inclusion Support Manager in the development, implementation and monitoring of systems relating to attendance and integration.
- Clerical/admin support relating to classroom activity e.g., dealing with correspondence, compilation/analysis/reporting on attendance, exclusions etc, and making phone calls.
- Co-ordinate and organise pupils attending part time or induction timetables, activities/work experience or other out of school activities under guidance of the Inclusion Support Manager.

### **Support for the Curriculum**

- Implement agreed learning activities/teaching programmes under direction of the Inclusion Support Manager.
- To be aware of and appreciate a range of activities, courses, organisations and individuals to provide support for pupils.
- Under direction of the Inclusion Support Manager determine the need for, prepare and use specialist equipment, plans and resources to support pupils.

### **Support to the Partnership**

- Promote and safeguard the welfare of children and young persons you are responsible for or come into contact with.
- 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 all pupils have equal access to opportunities to learn and develop.
- Liaise effectively with teachers/parents/guardians, welfare officers, health visitors and other professional staff as part of the routine consultative process.
- Contribute to the overall ethos/work/aims of the Partnership.
- Attend relevant meetings as required.<sup>1</sup>
- Participate in training and other learning activities and performance development as required (see footnote 1).
- Assist with the supervision of pupils out of lesson times, including before and after school and at lunchtimes.
- Recognise own strengths and areas of expertise and use these to advice and support others.

***The content of this job description will be reviewed with the post holder on an annual basis. Any significant change in level of accountability that could result in a change***

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<sup>1</sup> Every effort should be made to ensure support is within contractual hours.

***to the interim grade must be discussed with the postholder and the relevant trade union.***

### **Person Specification**

<b>Essential Criteria</b>	<b>Measured By</b>
<b>Experience</b> <ul style="list-style-type: none"> <li>• Three years' experience of working to support children's learning, gained in a relevant environment.</li> <li>• Experience of working with pupils with additional needs.</li> </ul>	AF/I
<b>Qualifications/Training</b> <ul style="list-style-type: none"> <li>• Very good numeracy/literacy skills equivalent to GCSE C and above.</li> <li>• NVQ 3 for Teaching Assistant (or recognised equivalent qualification).</li> <li>• Training in the relevant strategies e.g., literacy and/or in particular curriculum or learning area such as bilingual, sign language, dyslexia, ICT, CACHE, etc.</li> </ul>	AF/I
<b>Knowledge/Skills</b> <ul style="list-style-type: none"> <li>• Full working knowledge of relevant policies/codes of practice.</li> <li>• In depth understanding of areas of learning, e.g., literacy, numeracy, science, SEND</li> <li>• Understanding of principles of child development and learning processes and in particular, barriers to learning.</li> <li>• Ability to plan effective actions for pupils at risk of underachieving.</li> <li>• Ability to self-evaluate learning needs and actively seek learning opportunities.</li> <li>• Effective use of ICT to support learning.</li> <li>• Use of other equipment technology – video, photocopier.</li> <li>• Excellent interpersonal skills to be able to relate well to a wide range of people.</li> <li>• Work constructively as part of a team whilst being able to demonstrate initiative.</li> <li>• Good communication skills.</li> <li>• Willing to work towards NVQ Level 3 or recognised equivalent.</li> </ul>	AF/I /PE

<p><b>Behavioural Attributes</b></p> <ul style="list-style-type: none"> <li>• Has a friendly yet professional and respectful approach which demonstrates support and shows mutual respect.</li> <li>• Open, honest and an active listener.</li> <li>• Takes responsibility and accountability.</li> <li>• Committed to the needs of the pupils, parents and other stakeholders and challenge barriers and blocks to providing an effective service.</li> <li>• Demonstrates a "can do" attitude including suggesting solutions, participating, trusting and encouraging others and achieving expectations.</li> <li>• Is committed to the provision and improvement of quality service provision.</li> <li>• Is adaptable to change/embraces and welcomes change.</li> <li>• Acts with pace and urgency being energetic, enthusiastic and decisive.</li> <li>• Communicates effectively.</li> <li>• Has the ability to learn from experiences and challenges.</li> <li>• Is committed to the continuous development of self and others by keeping up to date and sharing knowledge, encouraging new ideas, seeking new opportunities and challenges, open to ideas and developing new skills.</li> </ul>	AF/I

AF - Application form

I - Interview

PE - Practical Exercise

In addition to the ability to perform the duties of the post, issues relating to safeguarding and promoting the welfare of children will need to be demonstrated these will include:

- Motivation to work with children and young people.
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people.
- Emotional resilience in working with challenging behaviours.
- Attitudes to use of authority and maintaining discipline.

## **Application Procedure**

Applications should comprise of:

- A completed Redmoor Academy application form.
- A letter to Mr Nicolle, indicating the reasons for applying for this post and how your training and experience is relevant.

***Should you be invited for interview and have any particular requirements, please make these clear in your application.***

## **Submitting Applications**

[Applications](#) may be submitted by email to [ksmith@redmooracademy.org](mailto:ksmith@redmooracademy.org) or by post or in person for the attention of:

Miss K Smith, Redmoor Academy, Wykin Road, Hinckley,  
Leicestershire LE10 0EP.

***Royal Mail – Postal Pricing System. Please ensure that postal applications carry the correct postage according to weight and measurement of the item, as items with insufficient postage will be held and delayed by the Royal Mail. Details of their pricing systems are available on [www.royalmail.com](http://www.royalmail.com) or from a Post Office Branch.***

## **Acknowledgement of Applications**

Please note that we are unable to acknowledge postal applications. If you would like an acknowledgement please enclose a stamped addressed card or envelope, and place it at the front of your application. If you email your application you will receive an automated acknowledgement. **Shortlisting and Interviews**

Shortlisting and interview arrangements are the responsibility of the recruiting department. Please contact Miss K Smith, email: [ksmith@redmooracademy.org](mailto:ksmith@redmooracademy.org) if you have a query after the closing date.

## **Outcome of Applications**

Vacancies often attract a large number of candidates and it is not always possible to respond individually to every application.