



**ST FRANCIS
& ST CLARE**
CATHOLIC MAC

Administration use only Job Ref TS015
Academy Committee approval:
Last Updated:

JOB DESCRIPTION	
JOB TITLE	INCLUSION AND WELFARE SUPPORT ASSISTANT
DEPARTMENT/SECTION	St Francis and St Clare Catholic Multi Academy Company - Primary Academies
RESPONSIBLE FOR WHICH OTHER POSTS	NONE
RESPONSIBLE TO	PRINCIPAL SOCIAL INCLUSION AND WELFARE MANAGER

Job Summary

To deliver pupil and family support within the primary academy setting for children in all Key Stages as appropriate; to organise and deliver training to school staff; and to support children, young people and their families to enable them to maintain or return to stable emotional well-being.

Main Duties

- To take a lead role in supporting vulnerable children and families within school.
- To support the identification of pupils who are at risk of underachieving due to factors related to the home and in school.
- To work with Social Inclusion and Welfare Manager to provide additional provision to match needs of vulnerable pupils and their families.
- To monitor and maintain good attendance and punctuality of pupils.
- To provide a proactive link between home and school to develop positive relationships and support school policies.
- To have a significant role in alongside the Social Inclusion and Welfare Manager in promoting the pastoral and welfare development and needs of pupils working in partnership with multi-agency services as appropriate.
- To contribute towards school initiatives and events through promoting positive engagement of pupils and families.
- To support the successful integration of new pupils and their families to the School.
- To contribute to the Christian ethos of the School.
- To support on Safeguarding; hold the position of deputy designated safeguarding lead (DDSL), supporting on and reporting to Principal.

Duties and responsibilities

Attendance

- To take a lead role in monitoring attendance, liaising with the school office and the school's Education Welfare Officer with regard to pupils' support and contact
- To liaise with teaching and support staff to ensure continuity of care, support and guidance for learning for identified pupils and ensure that work is taken home for pupils who are not able to attend school.

Support for Pupils

- To provide strategies and direct support in order to remove internal and external barriers to learning that are preventing individuals or groups of pupils from fulfilling their potential, and in doing so contribute to raising standards
- To support the identification of 'at risk' pupils.
- To develop effective links between home, school, other schools, MAST and the community which will enhance the monitoring and support for pupils' achievement, including attending child in need and child protection meetings.
- To support CAF assessments, including pre-assessment checks to identify need and plan provision to meet the needs of pupils and their families
- To work in partnership with the SENCo and Pupil and Family Welfare and Inclusion Manager and Headteacher to identify the needs of pupils and their families and plan the appropriate provision to achieve the best outcomes for all parties.
- To be part of a team of staff to effectively support all pupils in order to achieve their potential, by providing a positive link between home and school.
- To contribute to raising engagement and well being of pupils through individual and group work.
- To develop effective working partnerships with outside agencies and providers to ensure effective levels of support to maximise pupil engagement and progress
- To develop parent support groups within the school which have a specified focus to meet needs of pupils and parents.

Curriculum

- To contribute to the PSHE curriculum by working effectively with staff and identified pupils.
- To take part as may be required in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school.
- As part of our extended school's provision, to offer an appropriate after school activity to support pupils needs.

Self-Evaluation and School Improvement

- To contribute towards effective school self-evaluation through monitoring the impact of initiatives and provision for vulnerable pupils and formulate and update case studies regularly for pupils and families agreed with the Pupil & Family Pastoral and Welfare Manager throughout the school year to showcase outcomes achieved.
- To promote the general progress and wellbeing of pupils by communicating as appropriate records and prepare them through documentation for statutory reviews and inform teaching and learning.
- To take part in the school's staff development programme by participating in arrangements for further training and professional development.
- To take part in marketing and liaison activities, such as open days, Parents' Evenings, Christmas and Summer Fayres, and liaison events with partner schools.
- To assist in the development of whole school strategies for working with parents as partners.
- To assist in the positive presentation and promotion of the school in its local community, fostering links between schools, community groups and other outside agencies.

External Links

- Play a positive role in the maintenance of good relationships with academy representatives, multi-agency professionals and the wider community and neighbouring schools.
- Attendance at case conferences, multi-agency meetings, core groups and other professional meetings as required.
- To assist in the development of whole school strategies for working with parents as partners.
- TO assist the positive presentation and promotion of the school in its local community, fostering links between schools, community groups and other outside agencies.

Generic duties and responsibilities

When requested:-

- To be responsible for the supervision of pupils throughout the school during the lunchtime period.
- To supervise the direct work of the Supervisory Assistants and other lunchtime external providers.
- To be responsible for the general supervision of the Dining Room and oversight of pupils in the playground having due regard for their safety.
- At all times to have regard to the high priority given to safeguarding all children within their care.
- To ensure that all case notes, plans and intervention records are maintained in a form which can easily contribute to meetings with other agencies, where necessary.
- To be willing to take a leading role in all aspects of school life
- To update personal knowledge and professional development, by undertaking appropriate research and training.

- Any other duties that the Principal and Academy Representatives feel is reasonable whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

Employees will be expected to comply with any reasonable request from the Principal to undertake work of a similar level that is not specified in this job description.

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.**

Person Specification - Essential Criteria	Desirable	Measured by
<p>Experience</p> <ul style="list-style-type: none"> • Significant experience working in a school setting and of education welfare, student support, counselling or social work. • Considerable experience engaging with reluctant learners and pupils with challenging additional, social, and emotional and behaviour needs. • Experience of liaising with a range of professionals/parents/ carers. 	<ul style="list-style-type: none"> • Experience of dealing with vulnerable children and families CIN plans and CP case conferences. • Experience/knowledge of social and welfare work. • Evidence of similar work, both within school and wider community • Administration experience 	AF/I
<p>Qualifications/Training</p> <ul style="list-style-type: none"> • Relevant educational Pastoral support/ safeguarding qualifications. • Up to date Safeguarding Training. • NVQ 3 or above or equivalent • Mentoring/counselling qualification 	<ul style="list-style-type: none"> • CSE/GCSE equivalent grade C English and Maths 	AF
<p>Knowledge/Skills</p> <ul style="list-style-type: none"> • Knowledge and experience of the CAF and early help process, ability to support on raising and managing CAF's and early help plans. • Awareness of agencies and support available in the city. • Excellent and effective verbal and written communication skills appropriate for a range of situations. 		AF/I
<p>Behavioural Attributes.</p> <ul style="list-style-type: none"> • Build and maintain effective working relationships with all pupils and colleagues within school and across the wider community. • Meet deadlines through good organisation and prioritisation. • Work on own initiative. • Continually develop and extend own working 		AF/I

AF - Application form I – Interview

COMPETENCIES ESSENTIAL TO BASIC PERFORMANCE OF THE ROLE	
Post Reference: TS015	Post Title: Inclusion and Welfare Support Assistant
Commitment & Motivation	
<ul style="list-style-type: none"> • Displays energy and enthusiasm for work and is motivated to achieve, demonstrates flexibility • Identifies own development needs and seeks learning opportunities understanding learning priorities that link with Academy's aims and objectives • Engages in every learning opportunity and reflects on and develops own practice • Liaises effectively with people demonstrating a willingness to share knowledge, learning and experience with others • Uses initiative within clearly defined guidelines and displays sound judgement, based on factual information when making decisions • Monitors own performance against high standards • Actively seeks feedback, to inform self-development plans 	
Problem Solving & Decision Making	
<ul style="list-style-type: none"> • Shows openness to new ideas and makes timely, confident decisions on a day to day basis • Takes ownership and makes decisions that are achievable based on the appropriate information • Uses initiative to make decisions without formal guidelines • Gathers all relevant information to make informed decisions • Analyses statistical information based on issues / trends to support decision making • Takes ownership of problems and trials new approaches to reach a successful resolution 	
Planning & Organisation	
<ul style="list-style-type: none"> • Plans, prioritises, implements, managing own workload with guidance using available resources • Identifies achievement and supports next steps planning • Identifies barriers to learning and provides appropriate solutions • Contributes to development plans and considers resource allocation • Implements plans under minimal supervision, recommending revisions as required to achieve desired outcomes and objectives • Provides written feedback and evaluation of progress against objectives • Selects and prepares appropriate activities and resources 	
Implementing Change	
<ul style="list-style-type: none"> • Understands the purpose and expected outcomes of planned change and actively supports change through effective engagement at team level • Identifies opportunities for contributing to positive change • Understands and uses effective planning techniques • Understands stakeholder expectations and how they impact the process • Understands the culture of the Academy and seeks opportunities to review current practice • Is aware of individual resistance to change and behaves in a supportive way towards them • Ensures appropriate administration for governance 	
Managing Objectives	
<ul style="list-style-type: none"> • Reflects and evaluates own practice to recognise own strengths and weaknesses • Manages time effectively, setting and fulfilling short term individual and operational goals 	

- Recognises under performance and identifies a range of solutions to enable the achievement of goals
- Recognises effective performance and individual improvement
- Contributes to planning, implementing and evaluating activities that meet the needs of individuals and small groups
- Identifies priorities, using effective delegation to ensure deadlines are met
- Contributes to the values, learning styles, management styles and ethos of the Academy and applies these in own and teams working practices
- Articulates values through expectations of staff and pupils
- Keeps up to date with trends and developments

Raising Standards

- Recognise when results are not being achieved to the required level and take appropriate action
- Consider, in conjunction with wider team alternative ways of working
- Undertakes systematic observations to gather evidence or progress to support development and ongoing improvement of delivery
- Gathers and analyses data to inform planning
- Takes ownership of problems in their own area of responsibility
- Set and support achievement of challenging & measurable targets and monitors quality
- Check own and team performance against outcomes, make improvement suggestions or take corrective action

Customer Focus

- Develops positive relationships and contributes to the prevention and management of challenging behaviour / promotes positive behaviour.
- Effective at drawing out information and understanding varying needs
- Contributes to planning and assessment of needs
- Observes and reports on progress
- Delivers under direction
- Takes ownership of issues, focus on providing the right solution depending on needs and abilities, keeping pupils and stakeholders up to date with progress
- Ensure that levels of service are maintained – identifying risks or concerns in order to meet pupil & stakeholder requirements
- Responsible for the safeguarding and welfare of pupils
- Has a good understanding of H&S legislation. Produces risk assessments, ensuring a safe working / learning environment

Communication

- Communication of straightforward information within familiar situations, with sensitivity and confidentiality
- Communicates effectively either verbally or in writing.
- Selects most appropriate method to meet the needs audience including those with complex communication and interaction needs
- Shares information with relevant parties in a timely manner
- Responds effectively to queries and provides accurate information, knowing when to refer
- Completion of standard proformas

Impact & Influence

- Recognises behaviour patterns and implements agreed management strategies.
- Actively supports positive interaction with colleagues and has an awareness of fairness and diversity.
- Anticipates likely responses to situations, tailoring actions to create intended

impact

- Responds to questions in a clear and concise manner appropriate to the recipient and work related procedures.
- Respects the opinion of others and accepts feedback.
- Develops and participates in networks and partnerships to achieve Academy's aims and objectives.

Team Working

- Focuses on achieving measurable outcomes
- Encourages all group members to join in fully supporting the development & effectiveness of team to achieve results
- Recognises when standards or measurable outcomes have not been met and takes appropriate action
- Shares and utilises best practice.
- Offers support & assistance to colleagues without prompting
- Positively contributes to dialogue and supports and coaches colleagues
- Sees own team within the context of the Academy

Qualifications & Skills

- NVQ 3 or equivalent qualification