

Job Description

Inclusion and Family Support Practitioner

SUMMARY

Job Title:	Inclusion and Family Support Practitioner
Hours of Work:	36 hours per week; (Mon 8.30 – 4, Tues-Weds 8.30 – 4.30, Fri 8.30 – 3.30 plus additional three weeks pro-rata to provide flexibility in role)
Start date:	As soon as possible
Salary:	GLPC Scale SO2 - GLPC Point 26-28 (FTE salary) plus £1491 SEN Allowance. Actual Salary - pro rata term time plus additional three weeks. Starting salary dependent on experience
Base:	Wembley Manor School; The Rise Partnership Trust
Accountable to:	The Head Teacher/Deputy Head Teacher

JOB PURPOSE

- a) Work with the school's Senior Leadership Team, and other key stakeholders to ensure a school wide Positive Behaviour Support (PBS) approach, including, creating capable environments, carrying out functional assessment, development of PBS plans, multi-agency collaboration, and incident reporting/analysis
- b) Ensure Team-Teach training is embedded within the school and use of planned and emergency physical intervention is implemented, recorded, reported, and monitored, in line with trust policy
- c) Hold deputy designated safeguarding lead role, working with the school's Senior Leadership Team and other key stakeholders to ensure robust safeguarding practices
- d) Provide support for families including, coffee mornings, training opportunities, bespoke practical support and advice, sign posting, and support with referrals
- e) Support leaders to maintain excellent student attendance including addressing barriers

RESPONSIBILITIES - Behaviour and Attitudes/Positive Behaviour Support (PBS)

- a) Lead on the delivery and embedding of a school wide Positive Behaviour Support (PBS) approach, including, developing and leading in-house staff training (including coaching with students present) and induction in this area

- b) Attend meetings with trust and school Senior Leadership Teams to provide analysis of school wide and individual student incident data and ensure specific needs of all students are met effectively
- c) Ensure reporting systems are maintained, updated (in line with changing needs of the school/students) and staff are provided with training to report effectively
- d) Ensure Team-Teach training is scheduled for all school staff and refresher cycles are maintained, (collaborating with Team-Teach Trainers in other trust schools as required)
- b) Collaborate with members of the Multi-Agency Support Team (SaLT, OT, Thrive Practitioners, etc.) to ensure a joined up, holistic approach to the support of behaviour that challenges.
- c) Support families to make and monitor relevant referrals where input from external professional is indicated (etc, GP, CAMHS, Bereavement)
- d) Play a key role in the school's policy development and ongoing self-assessment in area of 'Behaviour and Attitudes' including contributing to the updating of the SEFs/SIPs
- e) Provide support and best practice model to class teams during incidents of behaviour that challenges

RESPONSIBILITIES - Family Liaison and Support

- a) Be first point of contact for families requiring support to access services, including support with completing referrals (DLS, Blue Badge, Food Bank, etc.)
- b) Develop, organise and host a programme of events for families such as coffee mornings, training sessions and well-being activities
- c) Support the school's Senior Leadership Team with tasks relating to new student transition to the school including school visits, home visits, and parent meetings
- d) Develop and maintain links with community organisations that provide support and opportunities to our families (Brent Carers, Young Carers, Robert Lyons Foundation, BANG, etc.)

RESPONSIBILITIES - Deputy Designated Safeguarding Lead

- a) Hold role as Deputy Designated Safeguarding Lead within the school.
- b) under guidance of school's Senior Leadership Team and other key stake holders, complete duties relating to the safeguarding of students, including, correspondence with families, EHA referrals, referrals to FFD, and attendance at safeguarding meetings
- c) Maintain safeguarding records to a high standard

RESPONSIBILITIES - Student Attendance Support

- a) Support Senior Leadership Team to track and review pupil attendance on a regular basis

- b) Action early intervention strategies and work with School Leaders and external professionals to maintain excellent pupil attendance

ADDITIONAL DUTIES

- a) Demonstrate commitment to professional development, by actively engaging in extending knowledge and experience in areas of personal interest and professional relevance
- b) Carry out any reasonable duties required by the Head Teacher/Deputy Head Teacher
- c) Support trust/school events and initiatives
- d) Maintain compliance with the trust's staff 'Code of Conduct' and abide by the trust's and school's policies and procedures at all times, especially to ensure the safeguarding of all students

PERSON SPECIFICATION

	ESSENTIAL	DESIRABLE	ASSESSED BY
EDUCATION/ QUALIFICATIONS	<ul style="list-style-type: none"> Highest Level Qualification – HLTA Level Team Teach Training 	<ul style="list-style-type: none"> Formal training in Positive Behaviour Support (PBS) Team Teach Trainer Training in Makaton Up to date Designated Safeguarding Lead (DSL) training 	<ul style="list-style-type: none"> Application Documents
EXPERIENCE	<ul style="list-style-type: none"> Extensive experience (5 years+) working within a school wide PBS model to successfully support students that display behaviours that challenge Experience supporting school staff to create capable environments suited to the needs of their students Experience of developing PBS plans based on evidence from interview and functional assessment (inc. data collection) Experience of working within a multi-disciplinary team Experience supporting parents of students with SEND and collaboration with external professionals to ensure consistence between home/school (CAMHS, Social Care, EWO, Medical Teams, etc.) Experience of developing and delivering training to a range of stakeholders (parents, school staff, colleagues) Experience as DSL or Deputy DSL, including attending making referrals and attending safeguarding meetings 	<ul style="list-style-type: none"> Experience of supporting students who communicate using a range of AAC methods (VOCA, Makaton Sign, Communication Books/Boards) Experience of leading a team including day to day operational management Experience using 'school pod' software Experience of school wide analysis and reporting of incident data 	<ul style="list-style-type: none"> Application Interview References
KNOWLEDGE/ UNDERSTANDING	<ul style="list-style-type: none"> In depth knowledge of Positive Behaviour Support and school wide applications Knowledge and understanding of policy, procedure and key documents relating to safeguarding Knowledge of OFSTED framework, with particular focus on Behaviour and Attitudes Knowledge of the local environment and community, including local organisations Understanding of the challenges/barriers faced by young people with SEND and their families 	<ul style="list-style-type: none"> Knowledge and understanding of the Thrive Approach Understanding of the Behaviour Skills Training (BST) model 	<ul style="list-style-type: none"> Application Interview References

<p>SKILLS/ABILITIES</p>	<ul style="list-style-type: none"> • Ability to cope with a pressurised working environment and recognise when to ask for support • Skills in conflict management across a range of challenging situations • Strategic thinking and planning abilities • Awareness of own stressors and strategies to recognise and manage these • Excellent interpersonal skills including observation, listening skills and empathy • Good analytical and reflection skills • Good organisational skills • Excellent communication skills • Flexible and reliable team-player • IT skills, including Excel, Word, Schoolpod, InPrint3 • Adequate health and fitness to fulfil a role that demands the ability to work at a variety of levels according to the individual needs/ages/abilities of children and young people • Ability to act as an excellent role model for staff and students 	<ul style="list-style-type: none"> • Ability to undertake team leadership role, including day to day line management 	<ul style="list-style-type: none"> • Application • Interview • References
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SAFEGUARDING

The Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

FREEDOM TO ACT

The post-holder is responsible and accountable for own actions and is free to use their own initiative and act independently within the remit of the post.

COMPETENCE

The post-holder is responsible for limiting their actions to those which they feel competent to undertake. If they have any doubts about their competence during the course of their duties they should immediately speak to their line manager.

RISK MANAGEMENT

It is a standard element of the role and responsibility of all staff of the Trust that they fulfil a proactive role towards the management of risk in all of their actions. This entails the risk assessment of all situations, the taking of appropriate actions and reporting of all incidents, near misses and hazards.

RECORDS MANAGEMENT

The post-holder is legally responsible for all records that they gather, create or use as part of your work within the department, whether paper-based or on computer. All such records are considered public records, and they have a legal duty of confidence to service users (even after leaving the department).

HEALTH AND SAFETY REQUIREMENTS

All Trust employees have a statutory duty of care for their own personal safety and that of others who may be affected by their acts or omissions.

FLEXIBILITY STATEMENT

The content of this Job Description represents an outline of the post only. It details responsibilities but is not prescriptive and does not direct any particular priorities or amount of time to be spent carrying out the duties. It is not necessarily a comprehensive definition of the post, and the post holder may be required to undertake other duties and responsibilities commensurate with the grade and scope of the post. This job description may be subject to amendment, to meet the changing needs of the Trust, following appropriate consultation. The Job Description covers only the key result areas and, as such, does not intend to provide a comprehensive list of objectives. Specific objectives will be reviewed annually and may develop to meet the changing needs of the School/Trust. The post-holder will need to take due account, in the way they achieve the key result areas, of Trust policies and procedures.

CONFIDENTIALITY

All employees are required to maintain the confidentiality of members of service users and members of staff
