



Job Description: Inclusion Support Advisor

(Term Time only +5)

The role of the Inclusion Support Advisor is to work with school staff and other agencies to provide support to children who need help overcoming barriers to learning, where behaviour, attendance and other social barriers are a cause for concern. The intention is to bring about sustained change with individual pupils in their behaviour, attendance and to raise their aspirations.

The Inclusion Support Advisor will provide a complimentary service to teachers and other staff, addressing the needs of children who require assistance in overcoming barriers to learning in order to achieve their full potential and access the curriculum fully.

The Inclusion Support Advisor will work with a range of pupils, but give priority to those who need the most help, especially those experiencing multiple disadvantages including:

- Children with challenging environmental factors (requiring the support of outside agencies)
- Children with special or medical needs
- Challenging behaviour
- Children with an Education Health and Care Plan

The Inclusion Support Advisor will be predominantly education based but will have a wider remit including working with families and the wider community. The Inclusion Support Advisor will work with children on a one to one basis or in small or large groups acting as a:

- Listener
- Facilitator for learning
- Encourager
- Motivator
- Role model

Duties

1. To respond effectively to any behaviour incidents that take place
2. To work in partnership with all school staff and parents to meet the needs of the student, overcoming the behaviour and attitudes that inhibit their progress at school.
3. To develop a 1:1 mentoring relationship with pupils receiving support.
4. To work in partnership with staff to secure positive family support and involvement by maintaining regular contact with the families/carers.
5. To create and maintain effective, immediate intervention strategies for behaviour incidents.
6. To maintain an accurate account of behaviour incidents and to use this information to inform the development of proactive intervention strategies/action plans for sustainable improvement.
7. To develop knowledge and appreciation of the range of programmes, activities, courses, opportunities, organisations and individuals that could be drawn upon to provide extra support for "at risk" pupils.
8. In liaison with the HT attend TAF's and meetings with other agencies (Attendance, Parent Support, Family Learning) relating to the welfare of pupils.
9. To undertake the roles and duties of lead professional where appropriate.
10. Ensure the development of 'needs led' programmes in support of parent/carers including programmes that are curriculum related and have direct relationships to work that is on-going in the school and with the children themselves e.g. behaviour management strategies



11. Provide support to parents/carers in a variety of ways and within a flexible working approach.
12. Undertake home visits in order to establish relationships based on respect and trust with parents/carers of families
13. Encourage links between parents and community groups which could support families during weekend's evenings and during holiday periods.