



Individual Inclusion Instructor

Job Description

Reports to: Senco

Job Purpose.

To lead on and support others in the delivery of Individual Inclusive timetables to individual students both onsite and offsite with the objective of reintegrating students back into the class.

Key Responsibilities

- To work alongside the Deputy Head: Wellbeing, Senco and TEP Instructor to map out and delivery therapeutic, social and educational aspects of Individual Inclusion Plans (IIP).
- To collaboratively lead in the assessment of student's progress toward set goals including updating relevant parts of Evidence for Learning and SOLAR assessment framework and student learning passports
- To work 1:1 with a variety of students both onsite and offsite to deliver bespoke and purposeful intervention
- To plan, monitor and evaluate individual inclusion plans
- To attend and contribute to relevant meetings in relation to students you are supporting (Annual Reviews, PEPs, CIC and Pupil Progress Meetings)
- To work with teaching teams, Senco and IIP Instructors in order to purposefully structure plans and support students to reintegrate into the classroom environment
- To communicate effectively with parents and carers and external professionals as and when required
- To effectively work with Therapeutic teams to develop and strengthen Universal, Enhanced and Specialist provision
- To collaboratively support the admission of new students into the provision
- Set appropriate and achievable targets for students with a clear timeframe of progression
- Establish, with the involvement of relevant staff, short and medium plans for the development and resourcing of all aspects of a IIP, which:
 - are based on a range of comparative information and evidence, including the attainment of students;
 - identify realistic and challenging targets for improvement;
 - are understood by all those involved in putting the plans into practice;
 - are clear about action to be taken, time skills and criteria for success.

General Responsibilities

- To prioritise own workload, work independently and use own initiative to complete day to day tasks. Seek support and assistance where required.

- To keep confidential records up to date in line with current clinical, service and professional standards.
- With support and guidance, engage in critical reflection on own practice in order to develop practice knowledge, theory and skills.
- To monitor and regulate own emotional response levels to the work demand to include asking for additional or outside support.
- With supervision, support and direction, to adapt and modify activities for different situations and environments, for example for activities on and off site.

Behaviour Management

- Have the ability to identify and de-escalate potential problems before they escalate and be able to develop strategies to promote the positive behaviour of pupils using trauma informed approved techniques
- Hold positive values and attitudes and adopt high standards of behaviour in their professional role;
- Manage learners' behaviour constructively by establishing and maintaining a clear and positive framework based on Trauma Informed Practice and in line with the school's behaviour policy;
- Maintain the school's system of rewards and sanctions, which is understood and appreciated by pupils and parents;
- Promote learners' self-governance, independence and cooperation through developing their social, emotional and behavioural skills.

Pupil care & welfare

- Be familiar with and supporting all staff in following the school's safeguarding policy;
- Be aware of, and comply with, current policies and procedures relating to child protection; health & safety; confidentiality and data protection, reporting all concerns to the appropriate person;
- Know how to identify and support children and young people whose progress, development or well-being is affected by changes or difficulties in their personal circumstances, and when to refer them to colleagues for specialist support.