

Job Description

Job Title:	Inclusion Support Officer
Department	Children's Services
Grade	BEXLEY 9
Management Group:	Education
Section:	Inclusion
Reports to:	CME Manager

Functional links with:

Schools, Children's Social Care, Education Welfare Service, Early Intervention Team, SEN, School Improvement Team

Main purpose of the job:

The Inclusion Support Officer will work as a member of the Inclusion Team and to the direction of the CME Manager. The work will involve providing support, advice and guidance to schools, parents and other professionals in relation to pupils who have difficulty in accessing school and the curriculum.

Major Duties and responsibilities:

- To work in collaboration with other members of the Inclusion Team, teachers in schools and other settings, and with parents / carers to develop and implement programmes of support and integration to meet the needs of the whole child and:
 - i) ensure that pupils with complex needs have their needs met in context.
 - ii) ensure they receive in-depth assessment of their needs to enable an appropriate programme of support to be implemented.
 - iii) ensure that the requirements of the SEN Code of Practice are met where appropriate.
- To work with schools to review and evaluate interventions for pupils who have difficulty settling into and attending school because of emotional and/or behavioural difficulties.
- To support pupil transition between Key Stages and, in particular, from Early Years to KS1.
- To work with pupils on roll of mainstream schools presenting with emotional and/or behavioural difficulties by:
 - i) providing direct, individual or group support to identified pupils
 - ii) providing direct support for parents and carers through individual or group support

iii) assisting schools to meet the needs of pupils presenting with challenging behaviour by giving advice, strategies and support

- To deliver specific, agreed learning activities with individuals and groups in or out of the classroom using own initiative and expertise to identify appropriate methods under an agreed system of supervision.
- To work with school staff to develop strategies for use with pupils experiencing emotional and/or behavioural difficulties.
- To work collaboratively with other support agencies to provide a thorough assessment of needs, develop support plans and provide advice and guidance to schools.
- To develop cross phase therapeutic interventions for pupils with emotional and/or behavioural difficulties.

Job activities:

Activities carried out in Bexley mainstream schools or in alternative provision settings. Equipment for interventions may have to be transported to individual schools.

Activities are:

- i) Individual support work and modelling effective support to school staff
- ii) Group work may be needed to help with integration of young children
- iii) Meeting parents
- iv) Attending meetings
- v) Liaising with school staff
- vi) Providing cross-phase therapeutic interventions
- vii) Home visits

Recording and Reporting :

- i) To keep up to date records on individual pupils which is consistent with Inclusion Team and LA procedures.
- ii) To provide feedback/written reports as appropriate
- iii) To keep informed about current developments in education and related fields, including Government legislation
- iv) To attend supervision and act upon advice and agreed actions
- v) To maintain effective relationships within the LA and provide such information as is necessary to enable the LA to carry out its functions and duties.

The postholder needs to have a high level of creativity to meet the demand of a wide client base. He/she needs to be able to work independently and be able to use their own initiative

Postholder:

Date:

Line Manager:

Date:

Assistant /Deputy Director or Head of Service

Person Specification

Management Group:

Children's Services

Department/Section:

Education and Inclusion

Job Title:

Inclusion Support officer

Education and Formal Training

Selection Criteria	Essential or Desirable	Method of Assessment (see key)
Evidence of continued professional development	E	A I
Excellent numeracy and literacy skills	E	A I

Relevant Technical Experience, Knowledge & Skills/Abilities

Selection Criteria	Essential or Desirable	Method of Assessment
Significant recent experience of working with vulnerable children in education settings (minimum 3 years)	E	A I
Experience of liaising with other agencies	E	A I

Selection Criteria	Essential or Desirable	Method of Assessment
Experience of direct work with young people	E	A I
Experience of multi agency working	E	A I
An understanding of SEN and related issues	E	A I
Ability to work supportively with parents	E	A I
Understanding of issues around periods of transition	E	A I
A comprehensive knowledge of strategies related to behaviour management and related mental health problems	E	A I
Ability to speak with confidence and accuracy, using accurate sentence structures and vocabulary.	E	A I
Ability to choose the right kind of vocabulary for the situation in hand without a great deal of hesitation.	E	A I
Ability to listen to customers and understand their needs.	E	A I
Ability to tailor your approach to each conversation appropriate to the customer, responding clearly even in complex situations.	E	A I

Other Additional Requirements

Selection Criteria	Essential or Desirable	Method of Assessment
Enhanced DBS	E	DBS
Ability to travel around the Borough	E	DL

KEY:

I = Interview

PQ = Personality Questionnaire

DBS = Disclosure & Barring Service

A = Application Form

P = Presentation

DL = Driving Licence

AT = Ability Test

PE = Practical Exercise

Applicants will be assessed against these criteria and the following high performance indicators throughout the recruitment process.

High Performance Indicators

Values	Behaviours for staff	Behaviours for managers
Innovation	I respond flexibly and adapt to changing demands. I am prepared to take managed risk to achieve better outcomes. I ask 'What if...?' to develop fresh thinking and innovative approaches to generate and implement solutions to improve performance and challenge the status quo.	I routinely look for innovative and cost-effective ways to improve performance and customer service. I champion change and deal successfully with ambiguity, enabling people to see positive and exciting possibilities for the future. I take calculated risks based on available evidence and my professional judgement to learn and try new things.
Leadership	I demonstrate a clear sense of purpose and direction, in line with organisational objectives. I am willing to take difficult decisions. My personal actions promote a positive image of Bexley.	I take responsibility for my service and for making things happen to make a difference to my service users. I create an environment where staff can thrive and show I value and trust staff, give praise and recognise good work. I inspire, lead and encourage staff to move forward.
Collaboration	I show respect for others and value contributions from internal and external partners and customers. I recognise the right solution, regardless of who initiated it. I seek out and work with partners who can help me achieve the outcomes and objectives I need to deliver.	I encourage the feeling that the team is a collective unit with shared goals. I engage with service partners and other areas of the Bexley organisation to understand the demands on others and seek solutions as One Council. I network internally and externally.

Values	Behaviours for staff	Behaviours for managers
Listening & Responding	I acknowledge other people's viewpoints and work with them to find a win-win solution. I prepare and present information anticipating questions and problems. I adapt my style to the audience and their needs, using the most appropriate communication channels.	I seek regular service user feedback and review customer data to shape service improvements. I ask staff for ideas on how to improve our service and how I can improve as a manager, listen to them and act on them. I empower staff to make decisions and changes to improve value for money, customer service and productivity.
Open & Accessible	I see issues from the customer / user perspective. I monitor customer feedback and level of satisfaction with the service they receive and use this to improve and pre-empt customer needs. I seek to build and maintain positive relationships with customers and partners.	I am accessible to my service users, customers, staff and Members. I communicate and share a clear vision for the bigger picture as well as specific service areas. I outline what is expected of individuals and their contribution to the whole and am consistent in my expectations.
Impact	I prioritise my activities and resources to focus on those which have the most impact for residents. I take responsibility for making things happen and achieving my objectives. I make decisions and clear recommendations based on my professional opinion and experience, informed by a range of information and evidence.	I design services that provide value for money and deliver our outcomes, informed by evidence. I produce, prioritise and adapt plans to meet changing requirements. I set interim goals to achieve notable wins on the way to larger objectives. I deal with poor performance.

These HPI values should not be changed.