



Inclusion Support Assistant  
NJC F (SCP 7-11)  
£26403-£28142FTE (£22888-£24396 actual)  
37 hours per week TTO plus 1 week (39 weeks)  
Start Date: 1<sup>st</sup> September 2026 (or as soon as possible after)

We are delighted to offer this exciting opportunity to join our fantastic school as an Inclusion Support Assistant to use the trauma informed approach and emotion coaching to build trusting relationships with students with a SEN, treating each student as an individual to meet their needs.

Rugby High School is a successful, calm, respectful and welcoming school, it is a delightful environment in which to work. We currently have 927 students on roll who are all motivated, well-behaved and value their education.

To work collaboratively with other members of the Inclusion Team, the teaching staff and parents, under the guidance of the Deputy SENCo, to provide effective and timely support for students with SEN, particularly those with autism, ADHD and SEMH using the graduated response

Key responsibilities include:

- To assist the Deputy SENCo in creating a safe, secure learning base (BOOST) where students with a SEN can access targeted support
- Provide 1:1 and group interventions as directed by the Deputy SENCo to support students with SEN and record these to measure the impact, including those with EBSNA
- To liaise sensitively with parents/carers, as agreed with the Deputy SENCo, and establish effective working relationships with the student and staff
- In collaboration with the Deputy SENCo and the student, prepare learning profiles (passports) on an annual basis to communicate their barriers to learning with teaching staff
- Assist the SENCo and Deputy SENCo in training staff to overcome barriers to learning for students with a SEN and contribute to tutor meetings and staff briefings
- To assist the Deputy SENCo and SENCo to develop personalised learning pathways for students with SEN so that they are able to thrive and succeed in their academic work
- Provide administrative support to aid the smooth running of the department; this will include processing any assessments required by external providers, taking minutes of meetings (including those for students with EHCP's), maintaining the SEN/pastoral database
- Act as a Lead Practitioner for Targeted Support meetings for families where the student has a SEN

We can offer:

- a strong and well established senior leadership team
- a stimulating working environment
- well motivated staff and students
- professional development
- a local government pension scheme

The appointed candidate will have a varied and busy day, working in a school with a strong tradition of academic success, pastoral care, and extra-curricular enrichment. If you are interested in applying and would like further information on the post and an application pack, please contact Aimie Bennett/Louisa Wallace on the below details:

**Closing date: 9am Monday 29th June 2026**

**Interviews: WC 6<sup>th</sup> July 2026**

**T:** 01788810518

**E:** [vacancies@rugbyhighschool.co.uk](mailto:vacancies@rugbyhighschool.co.uk)

RUGBY HIGH SCHOOL is committed to safeguarding and promoting the welfare of children and expect all employees to share this commitment. The successful candidate will be subject to necessary pre-employment checks, including: an enhanced DBS; Childcare Disqualification (where applicable); qualifications (where applicable); online checks as part of KCSIE; medical fitness; identity and right to work in the UK. Applicants will be required to provide two suitable references.

This post is exempt from the Rehabilitation of Offenders Act 1974 and the amendments to the Exceptions Order 1975, 2013 and 2020. Which means that when applying for certain jobs and activities certain spent convictions and cautions are 'protected', so they do not need to be disclosed to employers and if they are disclosed, employers cannot take them into account. Further information about filtering offences can be found in the DBS filtering guide.

All staff have a responsibility to provide a safe environment in which children can learn this includes ensuring that health and safety regulations are followed; activities that are potentially hazardous are risk assessed and contributing to the maintenance of a supportive culture throughout the school community in which students feel cared for, respected and listened to.

*The post is subject to an enhanced DBS Disclosure.*