



## **Job Description and Person Specification** Inclusion Support Assistant

## Job Description

Rugby High School Academy Trust  
Inclusion Support Assistant  
37 hours per week TTO plus 1 week (39 weeks)  
NJC F (SPC 7-11)  
£26403-£28142 FTE (Actual £22888-£24396)  
Responsible to: Deputy SENCo  
Start Date 1<sup>st</sup> September 2026 (or as soon as possible after)

### Key objective:

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.

**Note: This is a broad description of the types of duties/activities expected at this level, for illustrative purposes. This is not intended to provide an exhaustive list of duties.**

### Main responsibilities

- 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
- Provide SENCo and other key staff with reports and information as required on a daily / weekly basis
- Willingness to act as a Lead Practitioner in Early Help meetings for SEND students

## General

- Attend required meetings and training sessions
- Follow school policies, practices and procedures
- Ensure that all duties and services provided are in accordance with the school's Equal Opportunities Policy

## Person Specification

We are looking to appoint somebody with previous knowledge or experience of supporting students with SEND, particularly those with ADHD, autism and SEMH.

Candidates will be assessed against the following criteria. The methods of assessment used for each criterion are indicated. At each stage of the process an assessment will be made by the appointment panel to determine the extent to which the criteria have been met.

All criteria are desirable unless marked **E** for essential. A=application, I=Interview and other assessments/activities R= reference.

Skills, Knowledge and Experience	
Criterion	Assessment
Recent experience working in a school <b>E</b>	A/I
Willingness to undertake training in ELSA	A/I/R
Mental Health First Aid trained (or willing to undertake training)	A/I
Knowledge and understanding of ASD and the impact on students learning & behaviour	A/I/R
ICT Literate <b>E</b>	A/I
Ability to establish effective relationships with young people, parents, staff and external agencies	A/I
Good organisational skills	A/I/R
Ability to build effective working relationships	A/I
An understanding of the trauma informed approach and how adverse childhood experiences can impact on learning and behaviour	A/I
Evidence of continuing professional development	A/I
Proven high communication skills, oral and written in order to produce detailed reports/ notes	A/I
Experience of implementing policies, procedures and systems	A/I
Demonstrate a high attention to detail	A/I

Working knowledge of Microsoft Office E	A/I
<b>Qualifications</b>	
GCSE Maths & English to Grade C or above. E	A
<b>Personal Qualities</b>	A
Calm and unflappable even when under pressure E	I/R
Well organised, proactive and a self-starter E	I/R
Good problem solving and thinking skills E	I/R
A genuine concern for and respect for others E	I/R
Professional Integrity E	I/R
Empathetic E	I/R
A sense of humour	I/R
The ability to inspire and to motivate others E	I/R

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.