

## JOB PROFILE

Job Title: Inclusion Worker

Salary Grade: Grade F, SCP 9

Working Hours: 35 hours per week plus INSET days

Contract Type: Fixed term, Term Time Only (TTO) + INSET days

Direct report to: SENDCO

Responsible to: Phase Leaders, Assistant Head and Headteacher

Role summary:

To work to support children and young people to overcome barriers to learning in the classroom.

To support children to improve their mental health and emotional well-being. Children and young people may be experiencing a range of difficulties including self-harm, anxiety and low mood/depression. They may be young carers, children in families experiencing separation and children who have been bereaved/experienced loss, living in chaotic households, have poor attendance, living with domestic abuse etc.

The post holder will work with children to support their emotional wellbeing.

Saltergate Schools are committed to safeguarding and promoting the welfare of students and expects all colleagues and volunteers to share this commitment.

Role specific responsibilities:

- Identifying, in partnership with school staff and partners, children who would benefit from emotional wellbeing support. Consider what their individual needs may be and develop appropriate strategies to meet them.
- Support children who have emotional, well-being and mental health needs
- Working with schools, professionals, parents and children to advise and manage the risk for these children and young people whose mental health can be unstable
- To share information, ensuring services are not duplicating support, to give advice and risk assess
- Providing regular and systematic feedback to pupils, staff, partners and parents/carers where appropriate, on targets and progress made towards achieving them
- Share strategies with parents and carers with the aim of creating a team around the child
- Carry out assessments as appropriate. Provide annual reports and cluster updates where requested.
- Liaising with other relevant people may include:
- Networking with other appropriate professionals e.g. CSWS, Early Help

- Leading, co-ordinating and attending meetings e.g. reviews, Early help assessments, child in need or child protection meetings
- Providing feedback to class teachers and working together to develop strategies and consistency
- Being able to flexibly meet the needs of the targeted pupils and families, amending practice to facilitate positive outcomes by placing the child and family at the centre of the provision
- Having a good knowledge of the range of resources and strategies necessary to impact on emotional health and well-being.
- Demonstrating a good understanding of/ a willingness to learn about early intervention/early help/working in partnership with other services.
- Undertaking relevant CPD to support successful outcomes for children
- Ensuring high quality records are kept and information is shared appropriately
- Prioritise safeguarding at all times
- Participating in supervision in order to constantly review and reflect on practice which will improve outcomes for children

For more information, please email our School Business Manager, Joanne Mallinson:

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