Job Description

Inclusion Assistant – Key Stage 2

School: Malvern Wells CE Primary School
Grade: Teaching Assistant
Hours: 22½ hours per week, term time only (Monday to Friday 08:30-13:00)
Responsible to: Class Teacher, Head of School/Executive Head
Contract: Fixed-term until 31 August 2027

This post is offered on a fixed-term basis for the remainder of the 2026/27 academic year, initially until 31 August 2027.

There may be potential for the contract to be extended beyond this date, subject to the school's staffing requirements, organisational needs and the availability of funding at the time. Any extension will be reviewed and confirmed by the school in advance and should not be assumed.

Our Vision

At Malvern Wells CE Primary School, our vision is to let every child's light shine.

We are seeking an experienced, compassionate and skilled Inclusion Assistant to join our Key Stage 2 team.

Working under the direction of the Class Teacher, the successful candidate will provide high-quality classroom support alongside targeted, individualised support for children with complex and additional needs.

We are looking for someone who is passionate about inclusion and committed to ensuring that every child is able to achieve, belong and shine.

This is a role for someone who sees the child before the behaviour, need or diagnosis; who understands that progress looks different for every child; and who takes satisfaction in helping children develop the confidence, skills and independence to participate as fully as possible in school life.

Purpose of the Role

The postholder will support the learning, development, wellbeing, care and supervision of children, including those with complex and additional needs.

Working closely with the Class Teacher and SENDCo, the Inclusion Assistant will help children access an ambitious and inclusive Key Stage 2 curriculum, participate meaningfully in

classroom and wider school life, develop positive relationships and make progress towards their individual outcomes.

The role will include delivering targeted support and interventions, implementing agreed strategies and contributing observations that help the teaching team understand each child's progress and needs.

The role will also include supporting and supervising children during the lunchtime period, including undertaking lunchtime cover as required. The postholder will help ensure that children, particularly those with additional needs, are supported to access lunchtime routines, develop positive social relationships and participate safely and confidently in the wider life of the school.

Support should always be purposeful, proportionate and responsive to the individual child. The postholder will use the least intrusive effective approach: stepping in when a child needs support and stepping back when they are ready to participate more independently.

The ultimate aim is to enable children to develop their confidence, agency and independence.

1. Main Responsibilities

Working under the direction of the Class Teacher, the postholder will undertake the following responsibilities.

Supporting Learning and Inclusion

- Provide sensitive, responsive and effective support to individual children and small groups, enabling them to access learning and participate fully in classroom activities.
- Support children with a range of additional needs, including communication and interaction needs, social, emotional and mental health needs, and associated learning or developmental needs.
- Deliver targeted activities and interventions planned or agreed by the Class Teacher, SENDCo and senior leaders.
- Support children to engage with an ambitious curriculum, adapting the level and nature of adult support in response to their individual needs.
- Use purposeful interaction, modelling, questioning, encouragement and carefully chosen resources to develop children's understanding, skills and confidence.
- Prepare and adapt learning resources and areas of provision as directed by the Class Teacher.
- Encourage positive peer relationships, collaborative learning and meaningful participation in the wider life of the classroom.

Understanding and Supporting Individual Needs

- Build warm, secure and professionally appropriate relationships with children, founded on trust, consistency, respect and an understanding of their individual needs.
- Follow individual provision maps, support plans, risk assessments, healthcare plans and Education, Health and Care Plans (EHCPs), where applicable.
- Implement agreed strategies and recommendations from the Class Teacher, SENDCo and relevant external professionals.
- Recognise that all behaviour communicates something and respond with calmness, consistency, curiosity and compassion.
- Support children to communicate their needs, regulate their emotions, navigate social situations, follow familiar routines and participate successfully in school life.
- Use visual supports, clear language, repetition, modelling and other communication approaches appropriate to the individual child.
- Recognise early signs of anxiety, distress, dysregulation or sensory overload and respond promptly using agreed strategies.
- Understand the importance of predictable routines, emotionally available adults, co-regulation and a relational approach to supporting children.
- Respond to children with dignity and respect, recognising their individual strengths, interests, preferences and potential.

Promoting Independence and Emotional Wellbeing

- Provide the least intrusive effective support, promoting children's dignity, agency, confidence, independence and sense of belonging.
- Recognise when to offer support and when to step back, allowing children opportunities to think, communicate, make choices and complete tasks independently.
- Avoid creating unnecessary adult dependency and thoughtfully reduce support as children's confidence and skills develop.
- Support children to develop emotional literacy, self-regulation, resilience and positive relationships with their peers.
- Understand when children need time, space, reassurance or additional support, responding sensitively and consistently.
- Support children to develop confidence in managing challenges and recognising their own achievements.
- Celebrate children's achievements, however small, recognising and valuing individual progress.

Lunchtime Support and Supervision

- Provide appropriate supervision and support for children during the lunchtime period, helping to ensure a safe, positive and inclusive environment.
- Undertake lunchtime cover and supervision duties as required, supporting the smooth running of lunchtime arrangements across the school.
- Provide additional support for children with SEND or complex needs during lunchtime, including assistance with routines, social interaction, emotional regulation and developing independence.

- Encourage positive relationships, appropriate behaviour and inclusive play, supporting children to develop friendships and participate successfully in social activities.
- Support children in the dining hall and outdoor areas, promoting positive mealtime experiences, independence and appropriate social skills.
- Recognise and respond sensitively to children who may experience anxiety, sensory difficulties or emotional dysregulation during less structured parts of the school day.
- Follow individual support plans, risk assessments and agreed strategies to ensure consistency of care and support throughout the school day.
- Work collaboratively with teaching staff and lunchtime supervisors to maintain a safe, nurturing and inclusive environment.
- Respond appropriately to incidents, accidents or safeguarding concerns, following the school's established procedures and reporting requirements.

Observation, Communication and Teamwork

- Observe children carefully and provide the Class Teacher with clear, relevant feedback about their learning, communication, engagement, relationships and wellbeing.
- Contribute to the recording of observations and reviews as directed by the Class Teacher or SENDCo.
- Share relevant information with colleagues to support consistency of approach and continuity of provision.
- Work collaboratively with teachers, support staff, the SENDCo and external professionals, following agreed guidance and strategies.
- Work respectfully and professionally with families, sharing routine information as agreed and referring concerns or sensitive matters to the Class Teacher or SENDCo.
- Be receptive to feedback, coaching and professional guidance, using these to develop practice and improve outcomes for children.

2. Working Within Our Malvern Wells Community

We are a small, close-knit school community where relationships matter and every member of staff makes a valuable contribution.

The postholder will:

- Work positively within our staff community, championing colleagues and recognising the contribution each person makes.
- Live out our values of **Community, Commitment, Compassion and Courage** through their relationships, decisions and daily practice.
- Be a reflective practitioner who learns from both the good days and the more challenging ones, continually seeking to become more effective.
- Be open and responsive to coaching, guidance and professional challenge.

- Use initiative appropriately, recognising the flexibility, shared responsibility and teamwork required when working within a small school.
- Be willing to notice where help is needed and step in to support children and colleagues across the school.
- Communicate openly, honestly and professionally, contributing to a culture in which we support, encourage and learn from one another.
- Approach challenges with optimism, patience and a belief that every child can make progress.
- Demonstrate a consistent commitment to inclusion, wellbeing and positive relationships throughout all aspects of school life.

3. Knowledge, Experience and Personal Qualities

The successful candidate will:

- Hold a recognised Level 2 qualification relevant to supporting teaching and learning.
- Have experience of working with children in a primary school setting, ideally within Key Stage 2.
- Have experience of supporting children with complex or additional needs.
- Demonstrate an understanding of communication and language development and the different ways children communicate.
- Have an understanding of social, emotional and mental health needs and how these may present in children's behaviour, communication and relationships.
- Understand the importance of attachment, co-regulation, predictable routines and emotionally available adults.
- Be able to build positive, trusting relationships while maintaining appropriate professional boundaries.
- Be calm, patient and emotionally resilient, particularly when supporting children who are distressed, anxious or dysregulated.
- Demonstrate a flexible and responsive approach, adapting support to meet changing needs and circumstances.
- Have experience of, or an interest in, supporting children's play, social development and wellbeing.
- Understand the safeguarding, health and safety and welfare responsibilities associated with working with children.
- Be confident in supporting classroom activities, established routines and a positive learning environment for children with different needs and abilities.
- Have good communication and interpersonal skills and the ability to work effectively as part of a team.
- Be able to follow direction, use initiative appropriately and recognise when further guidance or support is needed.
- Be reliable, reflective and committed to ongoing professional learning.
- Have a genuine belief in the potential of every child and a commitment to helping all children feel valued, included and successful.

4. Safeguarding

Malvern Wells CE Primary School is committed to safeguarding and promoting the welfare of children. We expect all staff to share this commitment.

The successful candidate will be required to complete all necessary safer recruitment checks, including an enhanced Disclosure and Barring Service (DBS) check, satisfactory references, identity and right to work checks, qualification checks and an online search.

Additional checks will be undertaken where required in accordance with current statutory guidance.

5. General

This job description outlines the main responsibilities and expectations of the role. It is not intended to be an exhaustive list.

The postholder may be asked to undertake other reasonable duties consistent with the purpose and grade of the post, having regard to the needs of the school.

The job description may be reviewed and amended in consultation with the postholder to reflect the changing needs and priorities of the school.