



Inclusion Support Assistant

together resilient ambitious caring



Welcome from the Headteacher



Dear Candidate

Thank you for responding to our advert for the position of Inclusion Support Assistant at Titus Salt School, I hope you find all the information you need in this booklet to support your application. I wanted to take this opportunity to introduce myself and the school and assure you that should you be successful in applying for the role you will enjoy the full support of an ambitious SLT, superb staff and an excellent team of Governors. More importantly you will have the opportunity to work with an inspirational pupil and student body full of character, talent and potential.

Titus Salt is a fantastic school where everybody is valued and cared for, and I am incredibly proud to lead such a wonderful institution.

I passionately believe that Education is the single most important factor in both enabling young people to achieve of their full potential and ensuring equality of opportunity for all. It is in this spirit that we seek to appoint an inspirational and ambitious Inclusion Support Assistant to help drive forward the next stage of our development.

At Titus Salt School we enjoy an excellent reputation for the quality of education we provide and pride ourselves on our ethos which is summarised in our TRAC values, Together, Resilient, Ambitious and Caring.

Inclusivity and Ambition for all define us and we strive hard every day to give the best opportunities to every child in our care. Titus Salt School is proud to serve the community now as it has done for over 150 years.

Please take your time to read through the application pack and if you have any questions please do not hesitate to get in touch.

Phil Temple
Headteacher





Overview



Titus Salt School is an exciting school in which to work with a friendly and supportive body of staff. We have a well-established model of distributed leadership that provides support and challenge for all members of staff. All faculties have a close link with a member of the Senior Leadership Team to ensure our model is effective in practice. The successful candidate will be working in an environment where teaching and learning is at the heart of all we do. They should have the ability to be flexible in approach, work well as part of a team and be willing to bring fresh and positive ideas to the school. In return we offer excellent

opportunities for in-service training, practical and considerate support, and genuine and exciting career development through an engagement in forward thinking, evidence-based, educational practice.

Senior Leadership Team (SLT)

Phil Temple	Headteacher	
Hannah McKenzie	Deputy Headteacher	Pastoral and Wellbeing
Claire Willis	Deputy Headteacher	Curriculum/Quality of Education
Richard Field	Assistant Headteacher	6 th Form and Staff Development
Philippa Jervis	Assistant Headteacher	Inclusion
Max Robinson	Assistant Headteacher	Learning Facilitator
Greg Trusselle	Assistant Headteacher	Behaviour and Attitudes
Alison Robinson	Assistant Headteacher	Quality of Education - Achievement

As a Senior Leadership Team, we have established a clear rationale for our work – to promote inclusion in a context of comprehensive school principles, where all have opportunities to achieve their best. Titus Salt is a school with tremendous potential.

Additional Senior Leaders

Gemma Longbottom	Senior Leader SENDCo
Eleanor Lightowler	Senior Leader Key Stage 5
Stacey Anderson	Senior Leader Pupil Belonging
Matt Parrish	Senior Leader Wider Belonging
Alistair McDonald	Senior Leader Ambitious Outcomes
Rachel Wilson	Senior Leader Ambition and Growth





Our ethos and values



Our focus as a school is on providing high quality learning opportunities to allow all pupils to achieve; in an ever-changing educational landscape our mission is very clear and is summarised as:

together - **r**esilient - **a**mbitious - **c**aring

“together we can make a difference; resilient to change; ambitious to excel, caring for the lives of individuals.”

We regard achievement and success as a broad scale, from participating in Sports Day and breaking school records to having 100%

attendance, from achieving a personal best to being finalists in the Big Bang, from winning the national First Story competition to attaining target grades and, on Examination Results Days, we are delighted to have so many happy pupils, proud parents, carers and members of staff celebrating the success of examination outcomes.

It is so rewarding to see and experience the sense of achievement in gaining results for having done the best you can.

Visitors to the School comment upon the friendly ethos and the level of good relationships between members of staff and pupils. Parents and carers are very supportive and respond to new initiatives with enthusiasm. We have a range of support systems in place for both pupils and members of staff: “staff work hard to ensure the best outcomes for young people. They help pupils to become resilient to the many challenges of life. They show pupils what it means to be ambitious for their futures and care for others in the school community” (Ofsted March 2022).

We are very proud of our staff and pupils, especially the progress we have made. The role we are offering is a demanding one, but you will be joining a team that supports one another and enjoys each other's company. The development of all our members of staff is a key priority for us and valuing each other and the contributions made are highly valued.





Introduction to the School



Titus Salt School is a large, dynamic, mixed comprehensive situated at the foot of Shipley Glen, on the Baildon side of the River Aire. Immediately across the river is the model village of Saltaire, a fine example of the industrial architecture of the 19th century. The village and the school are named after their founder, Sir Titus Salt, one of the great Victorian entrepreneurs and philanthropists. We were delighted to welcome back the Salt family to the new school when Denys Salt, great grandson of Sir Titus Salt, took part in a ceremony to place the original seals in the Reception of the new building, and to approve the naming of our Sixth Form after him.

Over the moor above the school is Baildon. Once a small village, it now has a thriving population of 15,920, largely commuting into the nearby cities of Bradford and Leeds. The local landscape is one of natural beauty with the Yorkshire Dales only a few miles away. The school's catchment area encompasses Baildon, Shipley, Saltaire, Wrose and surrounding areas with a population of around 47,000.

Brief History of the School

Titus Salt School was developed from the Salt Factory School, founded in 1868 by Sir Titus Salt for the benefit of the workers in his textile business in Saltaire. The original building in Victoria Road, Saltaire, still stands and is now an annexe to Shipley College.

In September 2000, as part of the Bradford Schools' re-organisation, we changed from a 13 - 18 years upper school of 1,000 pupils into an 11 - 18 years secondary of 1,480 pupils serving the areas of Baildon, Saltaire and East Shipley. Within our mainstream setting we have a School-led Resourced Provision – Amelia Resourced Provision, of thirty places for pupils with moderate and multiple learning needs.

The main 'feeder' primary schools are Sandal, Hoyle Court, Baildon CE, Baildon Glen, Christchurch Academy, Saltaire Primary, Shipley CE, Low Ash, Wycliffe and High Craggs. The school has been over-subscribed for many years; the Governors agreed unanimously to increase the Pupil Admission Number to 250; each year there are Appeals for places and in September 2025 we have a Year 7 of 253 pupils.





An Inclusive Ethos

Titus Salt School (TSS) is much larger than the average-sized secondary school with a mainstream, 30 EHCP place Resourced Provision with currently 32 EHCP pupils with multiple Learning Needs and Difficulties. In addition, there are 80 pupils in mainstream school with an EHCP with the highest level of need being ASD – 31 pupils have an EHCP and ASD as their primary need, 53 pupils have an ASD diagnosis and no EHCP and a further 40 pupils are on the Autism Pathway. The school has a strong ethos of inclusion and champions the principles of comprehensive education. On average, 75% of our Sixth Form pupils apply to university with students studying a broad range of specialism from Veterinary Science at Liverpool University to Economics and Management at the University of Oxford. We also encourage students to apply for Apprenticeships as an alternative route after Sixth Form and recently we have had students gain apprenticeships with various companies including Rolls Royce and GCHQ.

The strategic development of the school seeks to support pupils and students of all abilities through collaboration, partnership, and a multi-agency approach. The school's curriculum meets all statutory requirements and ensures there is a broad and balanced curriculum between academic and vocational courses of study. The school's NEET figures, at the November collection point, have been 0% prior to the impact of COVID-19 and for 2023 was 1.0% - the two pupils were non-PP. Success at Titus Salt School is for all children and young people to achieve.

Amelia Salt Centre

Our Amelia Salt Centre houses our Special Educational Needs Centre, Caroline Salt Centre, Support for Children in Care (CIC) and our Resourced Provision (RP) for pupils with a range of learning difficulties; this was originally a fifteen-place provision but due to its success and the growing demand across the District for mainstream specialist places our RP has increased capacity to a thirty-place setting with demand for it to increase still further.

Mary Salt Centre

The Mary Salt Centre was established in September 2023 as a Nurture provision for pupils in Years 7 and 8 with additional needs and emerging SEND. The focus is on supporting pupils to make an effective transition to the demands of learning in a mainstream secondary school setting. A significant part of the curriculum mirrors mainstream curriculum with elements that are bespoke. The aim is to meet learning need and accelerate this, so pupils on the Nurture programme have opportunities to develop and access mainstream as they progress through the school.

Helen Salt Centre

The Helen Salt Centre is a provision established in September 2023 as part of a partnership programme with Bradford Local Authority aimed at pupils who present with Emotionally Based School Avoidance/Refusal (EBSA/R). The school has a strong partnership with Bradford's Medical Needs and Hospital Education Service (MNHES) which has a provision based in Shipley. The aim is to provide pastoral and academic support for children and young people who have anxiety and other mental health conditions. For many of these children and young people school is a trigger for anxiety, so our work is bespoke and incremental.





School Organisation



At present our structure provides 96 members of staff in support and 104 teaching staff including the Headteacher, two Deputy Headteachers and five Assistant Headteachers who constitute the Senior Leadership Team (SLT); in addition, we have two Senior Leaders. The school structure is based upon a Faculty system with Leaders setting the priorities and expectations. Currently there are ten faculties: English, Mathematics, Science, Modern Foreign Languages, DEFT (Design, Engineering, Food, Technology), PE and Outdoor Education, The Arts, Humanities, CBEM (Computing, Business, Economics, Media) and Social Sciences.

Linked into this structure is the pastoral system. Each year group has a Year Leader and an Assistant Year Leader who manage a tutor team for each year group, and there is a Year Teams Manager to support the whole team. Our pastoral teams work closely with our curriculum staff to incorporate oversight of the personalised learning agenda with a clear focus on maximising achievement for all and ensuring a curriculum fit for purpose.

School Operations and Administrative Support

This provision has been increased over the past five years and will continue as we respond to the needs of our children and young people. We already have in place:

Admin Operations Manager Attendance Safeguarding Manager Attendance Safeguarding Officer (2) Business Operations Manager Computing and Media Faculty Technician Cover Supervisor (2) Data Operations Manager Data Officer with Exams Support Data Officer with Timetabling Display Technician Exams Officer Finance Manager	Health Care and Admin Leader HR Operations Manager IT Operations Manager IT Operations Technician (2) Lettings Supervisor PA to Headteacher/SLT and Governor Link Procurement Officer Reception and Admin Assistant (6) SEND Officer Science Technician (3) Technology Technician (2)
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The School Today

In September 2008 we moved into our Building Schools for the Future (BSF) Pathfinder Building, with accommodation and resources befitting the 21st Century. Every faculty has its own suite of rooms, with break-out spaces, and interactive whiteboards and laptops available in every classroom. Sporting and Performing Arts facilities are extensive and are enhanced by a large, all-weather pitch with access and lighting for community use as well.



We have an enviable record of achievement and a reputation for the quality of education we offer; for the care we show for individuals and for our growing links with colleges and businesses. We are proud of our academic record and our achievements across a wide range of sporting and extra-curricular activities. Our ethos is positive, friendly and courteous with a premium placed upon mutual respect between all members of staff and pupils. We expect high standards from our pupils in all aspects of school life - in academic work, in sport and recreation, in behaviour and uniform.

Our pupils and students have received commendations from Examination Boards at GCSE and A level; pupils have been placed amongst the first five in the country for a range of subject and the majority of our Sixth Form students go on to higher education.

Titus Salt School is an inclusive school and significant investment has been made to develop provisions and resources to target needs. This ensures learning needs are met and that we are ambitious for them and their future. Being inclusive brings challenges in comparison to national benchmarks. We firmly believe meeting individual needs is more important than constructing systems to chase headline figures.

The Curriculum and Setting Arrangements

There are nine teaching groups in Years 7-11, which are set according to subject criteria. This setting is regularly reviewed and revised as necessary. Benchmarking is undertaken through KS2 projections. Transfer information is also used, as well as primary commentaries on ability and progress which have developed significantly with our emphasis on close liaison with all feeder schools.





Key Stage 3

The Key Stage 3 curriculum is developing as a three-year focus on knowledge acquisition and skills development with Year 9 as a bridging year in preparation for being able to apply key skills and knowledge to learning at KS4. Schemes of Learning have been either adapted or re-written to focus on a model of “Competency” to ensure pupils are able and have the knowledge and understanding as well as skills to apply to different learning contexts. Through the work of Faculty Leaders there is a developing focus on research and evidence-based programmes that are impacting on school improvement and pupil progression as they move through a spiralsised curriculum.

All pupils' study:

Science, English, Mathematics, History, Geography, German or Spanish, Technology, Computer Science, PE, RE, Art, Music, Performing Arts and Personal Development.

Our approach to changes at KS3 has been to build on the incremental developments already in place. The groups in KS3 mirror the personalised learning pathways at KS4. Many of our pupils arrive with low levels of literacy especially in reading and our Literacy Leader within the English Faculty is developing accelerated learning opportunities. In addition, many of our pupils struggle with the ability to understand and work with numbers and so numeracy remains as a further key priority.





Key Stage 4



We have introduced personalised learning pathways for all our pupils to embrace the more flexible nature of the 14-19 curriculum. Vocational opportunities are being extended using our own provision and in collaboration with a range of other partners. We are continually reviewing new courses to cater more effectively for our pupils. Central to our success is effective targeting and assessment of our pupils' needs and matching that to their own Individual Learning Plan.

Pupils are placed in to sets in core subjects as well as in some other subjects. The majority of pupils follow GCSE and BTEC courses, with three separate sciences offered to the more able. Pupils are encouraged to take at least one foreign language, but the opportunity exists to take three – French, Spanish and German.

We currently offer vocational courses in Health and Social Care, Business and Computing, Dance, Music, Sports Science and a range of other vocational subjects through our links with neighbouring colleges.

Other subjects are offered to GCSE level – Mathematics, English Language, English Literature, Biology, Chemistry, Physics, History, Geography, Art, Media Studies, RE, Music, Drama, Engineering, Food Technology, Design, French, Spanish, German, Psychology and PE. Other vocational and work-related curriculum activities are offered through a number of projects and schemes, some instigated locally and also through national organisations.

To celebrate attainment and achievement we have introduced unitised certification and Entry Level Qualifications throughout the curriculum.





STEM



STEM is a strength of the school, and we are proud that this has been acknowledged through the Excellence in STEM Award – we were the first school in West Yorkshire to have been presented with this award. The appointment of a Leader of STEM ensures we have a focus across the STEM subjects to work collaboratively across the curriculum and in the development of extra-curricular provision and opportunities.

Sixth Form – Denys Salt Sixth Form Centre

The KS5 leadership team rigorously monitors the progress of each individual student and has established high expectations supported by mentor programmes and quick response systems to support underachievement. This is clearly understood by students, parents, carers and members of staff and has proven very effective. Examination performances this year have seen our grades at A*– A above the national average at 27.88% and our A*– B grades at over 50%. Progress outcomes for GCSE English and Maths retakes continue to show improvement; in Maths, students improve by over half a GCSE grade and in English the average improvement in attainment is over one third of a grade. The Leadership in Sixth Form has become more rigorous with a Director of Sixth Form and a Sixth Form Manager who closely monitor student progress and are responsible for partnership work with Faculty Leaders to deliver effective intervention to ensure students are on track to be the best they can be; they also have responsibility for student wellbeing and we are very proud of our pastoral support given to students.

The following A Level courses are offered:

English Language, English Literature, Mathematics, Further Mathematics, Art, Photography, Biology, Chemistry, Computer Science, Criminology, Product Design, Engineering, Economics, French, Geography, German, History, Media Studies, Music, Physics, Psychology, Religious Studies, Sociology, Spanish and Textiles.

The following Vocational courses are offered:

Business, Performing Arts Dance, Health & Social Care, Performing Arts Music, Applied Science, IT and Sports Science.





Activities



Drama/dance productions and musical performances are a feature of school life and many national companies use our school as the focus for theatre workshops. School productions are many and varied. Since moving into our new school, we have had annual productions including Joseph and his amazing technicolour dream coat, Little Shop of Horrors, Jane Eyre, Alice in Wonderland, Beauty and The Beast, The Wizard of Oz, High School Musical, Strictly Musicals and Annie. We have a choir, orchestra, jazz band and smaller ensembles which perform on a regular basis in the locality and further afield.

Our Award Ceremonies celebrate the diversity of our pupils' successes, seeing us move away from one large Presentation Evening to a series more pertinent to each Key Stage.

Various exchanges and visits are undertaken each year with other European countries. We have previously, successfully worked in partnership with Amandus-Abendroth Gymnasium in Cuxhaven Germany as part of a two-year Comenius project which included pupils from different year groups creating an animated film with a professional animator: "The Young Musicians of Cuxaire"; we have recently completed a three-year Erasmus Plus project to produce a Language Learning App – "Appy to Learn"



Sporting achievements and activities have a high profile and we offer a diverse range of opportunities for sport, health and wellbeing; our PE Faculty was revised in 2015 to include Outdoor Education as well as a successful Duke of Edinburgh (DofE) programme – we became a DofE Direct Licensed Centre in 2015 with pupils completing the Gold Award and being presented with certificates at St James' Palace as well as a significant number on the Bronze Award starting at the latter stages of Year 9. We also organise a range of international and UK based trips including skiing and watersports; visits to London to

enhance learning in Media Studies, Art, History, English Science and Economics as well as visits to Edinburgh, Paris, power stations and research centres.





Application Process

Post: Behaviour Support Assistant CSC

Scale: Band 5 (SCP 6) 37 hours per week, term time only + 5 days

Please complete the application form and additional information/personal statement in support of your application. The personal statement should be no more than two sides of A4 size paper in font size 10.

Partially completed forms will be questioned.

Closing Date for applications: 9:00am on Thursday 25 June 2026

Please return all applications to:

Jane Collett
HR Operations Manager
col@titussaltschool.co.uk

Selection Process: on Thursday 25 June 2026

Interviews will take place on Thursday 2 July 2026

We are afraid that we cannot write to unsuccessful applicants, so if you do not hear from us again, may we thank you for your interest in our school and wish you every success in the future.

We look forward to receiving your application



together resilient ambitious caring



Job Description

Post: Inclusion Support Assistant
Scale: Band 5 (SCP 6) 37 hours per week, term time only + 5 days

The following information is provided to assist staff to understand and appreciate the work content of their post and the role they are to play in the organisation. However, the following points should be noted:

- Whilst every endeavour has been made to outline all the duties and responsibilities of the post, a document such as this does not permit every item to be specified in detail. Broad headings, therefore, may have been used below, in which case all the usual associated routines are naturally included in the job description. It will be reviewed at least once a year as part of the school's Appraisal process and it may be subject to modification at any time after consultation with the post holder. The post holder may be required to take on responsibilities throughout the school as required, at the discretion of the Headteacher - taking notice of training undertaken or by providing it, and appropriate safety factors.
- Officers should not refuse to undertake work, which is not specified on this form, but they should record any additional duties they are required to perform and these will be taken into account when the post is reviewed.
- As an Equal Opportunities Employer we require our employees to comply with all current equality policies both in terms of equal opportunity for employment and access to the Council Services. The post holder is subject to all relevant statutory and institutional requirements and shall uphold the school's policy in respect of child protection and safeguarding matters.
- The school is committed to making any necessary reasonable adjustments to the job role and the working environment that would enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.
- This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed.

Prime Objectives of the Post

To provide behaviour support and intervention to address the needs of pupils who need particular help to overcome barriers to learning. You will be expected to support pupils with challenging behaviours to help them develop their social and emotional wellbeing to improve their behaviours, as well as provide guidance, motivation, and role modelling; the role will also involve setting goals to improve behaviour and focus on aspirations in next steps and career goals and support day to day management of pupil behaviour, acting as a role model for pupils and staff by demonstrating high quality pastoral care and support, rigorous expectations, and a visible, professional presence with pupils.

Supervisory/Managerial Responsibilities

Responsible for individual pupils and groups of pupils both within and outside school, within the scope of the duties of the post.

To take delegated responsibility in the supervision of pupils on work experience, trainees, and voluntary helpers with whom the postholder is working.





Supervision and Guidance

- To work under the guidance of teaching / senior staff and within an agreed system of supervision.
- Ultimately responsible to the Headteacher but managed by the CSC Manager or person with delegated responsibility.
- Working under the direction of the CSC Manager on a day-to-day basis.
- Use initiative in the pursuance of school policies, procedures and programmes.

Range of Decision Making

To make decisions using initiative where appropriate within established working practices. The postholder will be expected to use good common sense and initiative in all matters relating to:

- The conduct and behaviour of individuals, groups of pupils and whole classes.
- The correct use and care of materials by individual and small groups of pupils.
- The safety, mobility (if required) and hygiene and wellbeing of the pupils.

Responsibility for Assets, Materials etc

- To maintain the confidential nature of information relating to the school, its pupils, parents and carers.
- To be responsible for the care of all equipment and materials within the classroom / CSC base in conjunction with other members of staff.
- The provision, use and storage of equipment and materials prepared by the postholder and used by the pupils with whom the postholder is working.
- A general responsibility for the care of all equipment and materials within the department in conjunction with other members of staff.

Contacts

Internal at all levels, Parents / Carers, Governors, Community Groups, Health, Social Services, Police, Local Education Authority, Contractors, External Agencies.

Range of Duties

Support for Pupils

- Provide behaviour support and intervention to pupils.
- Receive and supervise pupils who are accessing a personalised timetable.
- Attend to pupils' personal needs and provide advice to assist in their social, health & hygiene development.
- Participate in comprehensive assessment of pupils to determine those in need of particular help.
- Assist teachers and pastoral support staff with the development and implementation of Individual Education / Behaviour / Support / Mentoring plans.
- Support provision for pupils with special needs, primarily SEMH and neurodiversity.
- Establish productive working relationships with pupils, acting as a role model and raising their aspirations.





Job Description

- Develop 1:1 mentoring arrangements with pupils and provide support for in need of emotional support pupils.
- Support pupils whom attendance has been affected by their social, emotional and mental health needs.
- Provide information and advice to enable pupils to make choices about their own learning / behaviour / attendance.
- Challenge and motivate pupils, promote and reinforce self-esteem.
- Support pupils in all areas of the curriculum, including PE and extracurricular activities in the mainstream setting or in a personalised learning session.
- Provide feedback to pupils in relation to progress, achievement, behaviour, attendance etc.
- To support the monitoring of pupil behaviour and develop strategies and work programmes to engage pupils to identify the cause of their barriers to learning

Support for the Teacher

- Support pupils' access to learning using appropriate strategies, resources etc.
- Work with other staff in planning, evaluating and adjusting learning activities as appropriate.
- Monitor and evaluate pupils' responses and progress against action plans through observation and planned recording.
- Provide objective and accurate feedback and reports as required, to other staff on pupils' achievement, progress and other matters, ensuring the availability of appropriate evidence.
- Be responsible for keeping and updating records as agreed with other staff, contributing to reviews of systems/records as requested.
- Assist in the development and implementation of appropriate behaviour management strategies.
- Establish constructive relationships with parents/carers, exchanging information, facilitating their support for their child's attendance, access and learning and supporting home to school and community links.
- Assist in the development, implementation and monitoring of systems relating to attendance and integration.
- Clerical/admin support e.g. dealing with correspondence, compilation/analysis/reporting on attendance, exclusions etc., making phone calls etc.
- To act as an advocate for the pupil, ensuring pupils have every opportunity to be successful.

Support for the Curriculum

- Implement agreed learning activities / teaching programmes, adjusting activities according to pupil responses / needs.
- Be aware of and appreciate a range of activities, courses, organisations and individuals to provide support for pupils to broaden and enrich their learning.
- Determine the need for, prepare and use specialist equipment, plans and resources to support pupils.

Supporting the School

- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.





Job Description

- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
- Contribute to the overall ethos / work / aims of the school.
- Establish constructive relationships and communicate with other agencies/professionals, in liaison with teaching and support staff, to support achievement and progress of pupils.
- Attend and participate in regular meetings.
- Participate in training and other learning activities as required.
- Recognise own strengths and areas of expertise and use these to advise and support others.
- Supervise pupils on visits, trips and out of school activities as required.
- To support, uphold and contribute to the development of the Council's Equal Rights policies and practices in respect of both employment issues and the delivery of services to the community.

Appraisal and CPD

To support Appraisal and CPD monitoring of individuals/groups within the CSC area by:

- Participation in the school's Appraisal system (as appropriate)
- Specifying areas for development identified through the Faculty Review/Development Plan and with regard to individual needs and aspirations.
- Involvement in the Professional Development Review systems and processes.
- Participating in staff development schemes as implemented by the area of CSC or the school.
- Exploring opportunities to extend own personal development.

Fluency Duty

In line with the immigration Act 2016; the Government has created a duty to ensure that all Public Authority staff working in customer facing roles can speak fluent English to an appropriate standard – for this role the post holder is required to meet the Intermediate Threshold Level - The post holder should demonstrate they can:

- Express themselves fluently and spontaneously with minimal effort and,
- Only the requirement to explain difficult concepts may hinder a natural smooth flow of language.





Personnel Specification

Post: Inclusion Support Assistant
Scale: Band 5 (SCP 6) 37 hours per week, term time only + 5 days

Key:
 D = Desirable E = Essential A = assessed at application I = assessed at interview P = Pre-employment check including references

Requirement	Attributes and how demonstrated	
<p>Developing Self and Working with Others - Qualifications and Training To be collaborative in approach when working in a range of contexts and groups. The breadth of involvement includes our pupils, staff, governors, parents/carers and members of the community. Our aim is to build a professional learning environment that enables others to achieve. In addition there has to be a clear willingness to learn from others.</p>	<p>Essential</p> <ul style="list-style-type: none"> • Accreditation in English and Maths or Literacy and Numeracy (A,I) • Willingness to participate in development and training opportunities (I) • Willingness to cascade training to other colleagues within school policy and practice (I) • Evidence of previous personal development (A,I) • Good standard of IT skills (A,I) 	<p>Desirable</p> <ul style="list-style-type: none"> • GCSE or equivalent in English and Maths (A) • Qualifications relating to Learning Support, Health, Social Work, Childcare, Youth work. (A,I) • Training in Health & Safety, Child Protection. (A,I)
<p>Shaping the Future - Experience It is critical to have the skill and ability necessary to work with a range of teams when developing a shared, strategic vision and Faculty Development Plan which inspires and motivates pupils, staff and other members of the school community; leading to increased levels of attainment, achievement and progress.</p>	<p>Essential</p> <ul style="list-style-type: none"> • Experience of working with pupils of the relevant age, (eg voluntary organisation, work experience or parental caring responsibility). (A,T) • Experience of working with children in a school setting or working with children of secondary school age. • Experience of working as part of a team. (A,T) • Recent relevant experience of working with pupils who demonstrate challenging behaviours. (A,I) 	<p>Desirable</p> <ul style="list-style-type: none"> • Experience of assisting pupils with social, health and hygiene development. (A,I)



Requirement	Attributes and how demonstrated	
<p>Special Knowledge - Learning and Teaching To make significant contribution to the provision of effective learning and teaching. The Behaviour Support Assistant should have high expectations and be able to inspire our pupils to become effective, enthusiastic, independent learners who achieve their full potential.</p>	<p>Essential</p> <ul style="list-style-type: none"> • Knowledge of a range of Special Educational Needs and/or pupils who display challenging behaviours. (I,T) • Knowledge of how children develop skills working at a range of ability levels. (A,I) • An understanding of the needs of children in a multi-cultural society. (I,T) 	<p>Desirable</p> <ul style="list-style-type: none"> • Understanding of characteristics of pupils with Learning Difficulties and Disabilities. (I,T)
<p>Practical and Intellectual Skills To make a significant contribution to the effective organisation of The Behaviour Support Team and to seek ways of improving organisational structures and functions. To fully support the Behaviour Support Leader to ensure that the people and resources within the Behaviour Support Team are organised and managed to provide an efficient, effective and safe learning environment.</p>	<p>Essential</p> <ul style="list-style-type: none"> • Able to understand and carry out instructions. (I,T) • Able to keep appropriate records. (A,T) • Able to use initiative within school policies and practices. (A,T) • Good standard of written and spoken English. (A,T) • Ability to express oneself clearly. (A,T) • Good numeracy skills. (A,T) • Good standard of ICT skills. (A,I) • Calm and confident manner. (A,I) • Sense of humour. (A,I) • Respect for confidentiality. (A,I) 	<p>Desirable</p> <ul style="list-style-type: none"> • Ability to drive. (I)



Equal Rights

Titus Salt School is an equal rights employer. We require our Governors and staff to follow our equality policies and all statutory requirements concerning age, race, religion, sex, sexual orientation and disability discrimination. We respect and protect the rights of people with disabilities both in terms of equal opportunity for employment and access to the school's services.

Disabled Applicants

Disabled applicants are guaranteed an interview if they meet the essential requirements. As an equal rights employer, Titus Salt School is committed to making any necessary reasonable adjustments to the selection process, the job role and the working environment that would enable access to employment opportunities for disabled people. Where a disabled applicant is being assessed the selection panel's decisions will be based on an assessment of that person's expected capabilities once reasonable adjustments have been made.

Safeguarding

We are an equal opportunities employer and are committed to the protection and safeguarding of children and young people in our recruitment procedures. We adhere to statutory guidelines in respect of safer recruitment through a variety of checks which will include online searches on all shortlisted candidates. All posts are subject to an enhanced DBS check and eligibility to teach/work in our school will be checked with the DfE.

Fluency Duty

This role is customer facing and therefore in line with the Immigration Act 2016; all applicants must be able to demonstrate fluency of the English Language to the level defined in the job description.

Rehabilitation of Offenders Act

This post is exempt from the Rehabilitation of Offenders Act (ROA) 1974. The amendments to the ROA 1974 (Exceptions Order 1975, (amended 2013 and 2020) provides that when applying for certain jobs, 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.

Headteacher	Phil Temple
Address	Titus Salt School Higher Coach Road Baildon Shipley BD17 5RH
Telephone	01274 258969
Website	www.titussaltschool.co.uk

