

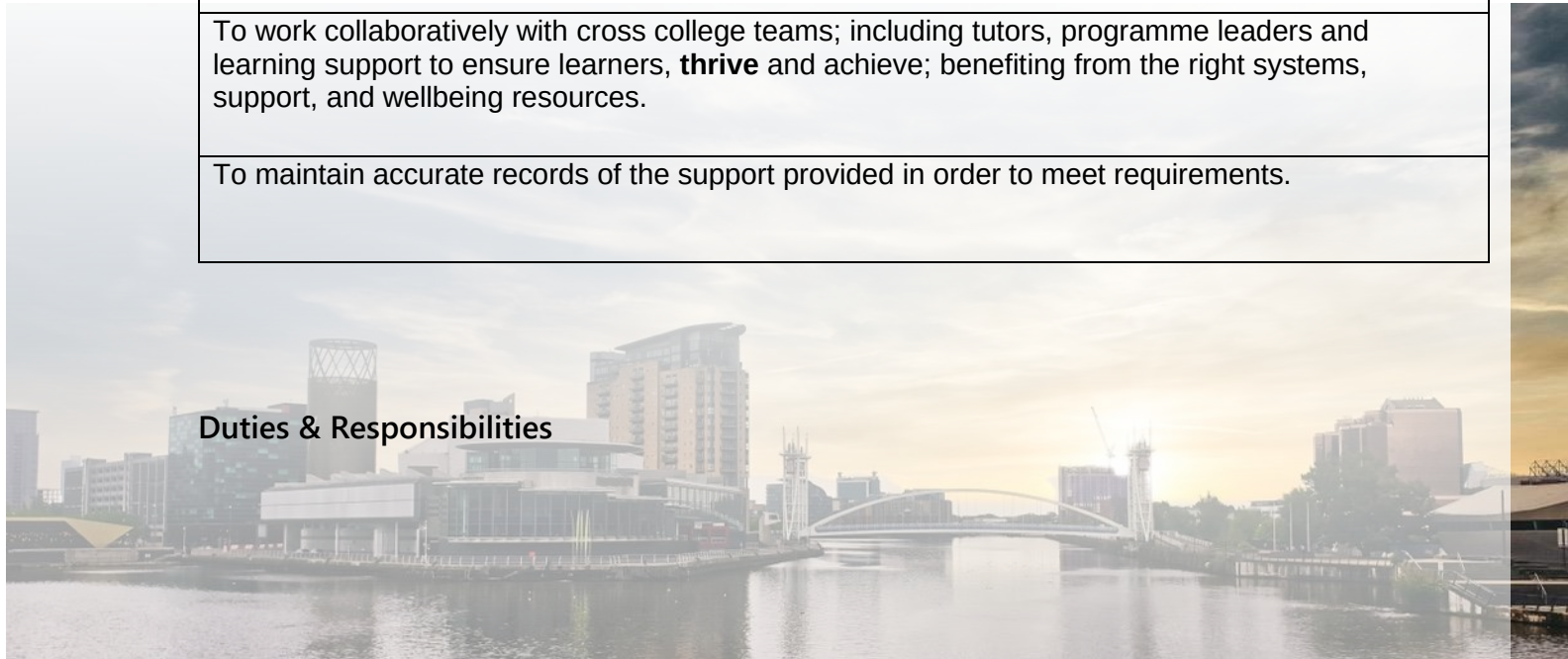
Job Description

Post:	Inclusion Support Assistant (ISA)
Salary Grade:	Salary Grade: Band 7, scale points 25 - 28
Responsible to:	Head of Learning Support/Head of Inclusion

Key Purpose

To support learners with Special Educational Needs and Disabilities (SEND) academically and within preparation for adulthood to ensure they achieve to their full potential.
Foster a culture of belonging to ensure students with SEND, feel valued, attend, behave and contribute to the college environment.
To work collaboratively with cross college teams; including tutors, programme leaders and learning support to ensure learners, thrive and achieve; benefiting from the right systems, support, and wellbeing resources.
To maintain accurate records of the support provided in order to meet requirements.

Duties & Responsibilities



A	To provide high-quality, flexible, and learner-centred support that enables learners with SEND to achieve, belong, and thrive within the college environment; including supporting academic progress, personal development, well-being, inclusion, and safeguarding.
B	Provide targeted learning support and build independence for learners with diverse needs both in and out of the classroom.
C	Plan, monitor and review SMART targets to capture the incremental progress learners make towards their individual goals, EHCP/Preparation for Adulthood Outcomes and curriculum demands. Contribute to annual reviews and celebrate progress with learners and parents/carers.
D	Collaborate closely with tutors and curriculum/pastoral teams to create adaptive teaching strategies (small changes BIG Impact); feeding into lesson plans and adapting resources to meet learner needs; ensuring learning is accessible and equitable.
E	Ensure assigned assistive technology and/or specialist equipment is available to meet individual needs and assist learners in using this technology.
F	Gather evidence of normal ways of working to complete referrals for recommended exam access arrangement requests. Support learners during assessments and examinations according to awarding body rules and access arrangements, promoting fairness and accessibility.
G	Signpost learners with additional or emerging needs, including those without formal diagnosis to internal and external support services to ensure support arrangements and referrals best meet learners needs
H	Support learners with medical, mental health, or social care needs, including personal care where required, across the college day ensuring dignity and respect

I	Maintain accurate and confidential records relating to learner support, communications and safeguarding concerns in compliance with internal policies, audit guidance, funding rules, and legislation.
J	Be actively involved and encourage participation in enrichment activities, college events and learner forums to support wider personal development and sense of community.
K	Participate actively in performance development reviews (PDR), team meetings, training, and quality assurance activities to develop skills and share best practice, contributing to the continuous development of inclusive practices and resources across the college.
L	To support retention and achievement collaborate with parents/carers, learning support, tutors, pastoral teams, and external agencies to design and implement effective support plans that remove barriers to learning and participation e.g. providing appropriate emotional support, encouragement and building self-esteem.
M	Reflect on and evaluate the impact of support provided, using learner progress data, attendance records, and feedback to inform practice and contribute to service improvement.
N	Support college recruitment offering a high-quality service that promotes learner retention and success including; enrolment, induction, transition events and evening open events, as directed.
O	Support learners in planning and progressing toward positive next steps, including further education, supported internships, apprenticeships and employment in liaison with external agencies.

P	Support attendance and positive behaviour by working collaboratively with parents/carers, tutors and pastoral staff, monitoring attendance and engagement, and addressing barriers.
Q	Facilitate learner voice by gathering and feeding back learner views on support services, inclusion, and wellbeing, ensuring their experiences inform continuous improvement.
R	Work flexibly to meet organisational needs across SCC group and act at all times in accordance with College processes and policies e.g. Health and Safety, Equality & Diversity, Inclusion, Quality Assurance and the College Charter.

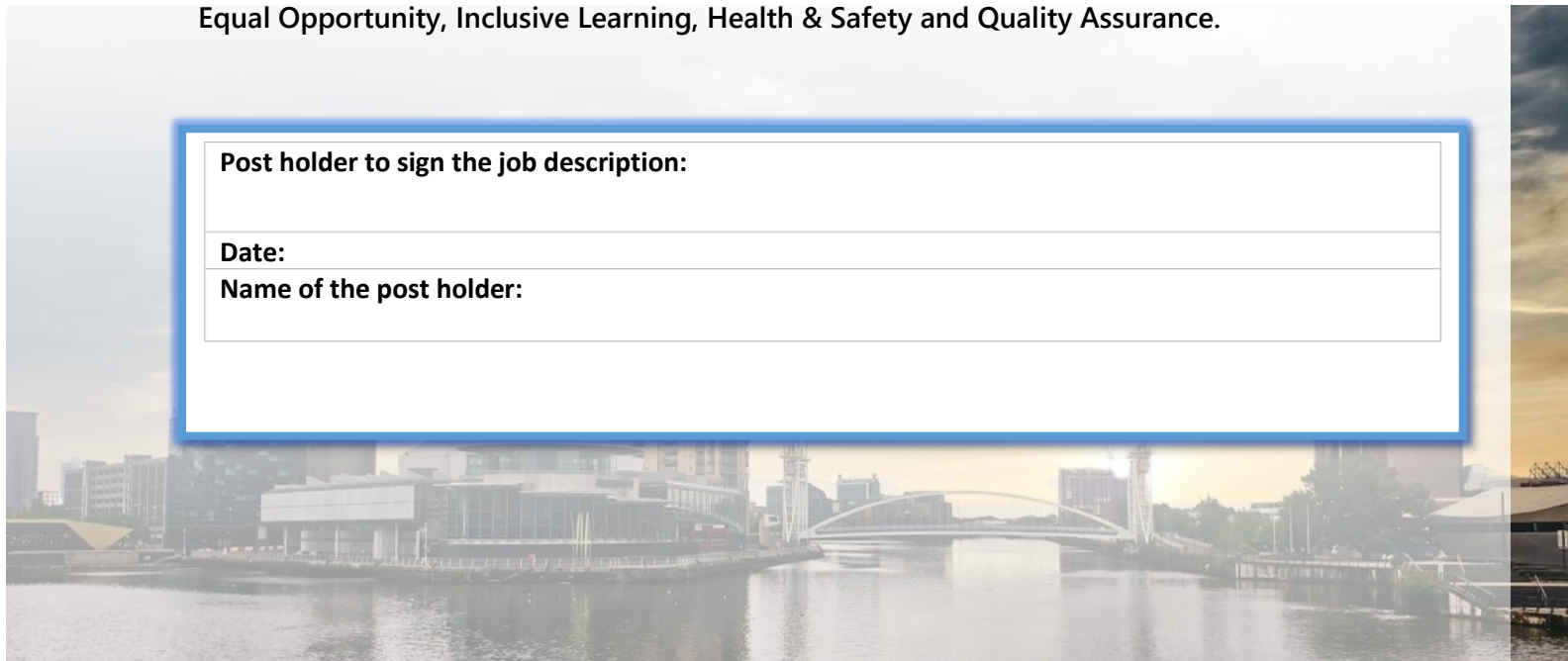
Variations to the job description may be required from time to time and when this arises there will be a discussion with the post holder.

All post holders are expected to comply with the College's policies and codes of practice in relation to Safeguarding, Equal Opportunity, Inclusive Learning, Health & Safety and Quality Assurance.

Post holder to sign the job description:

Date:

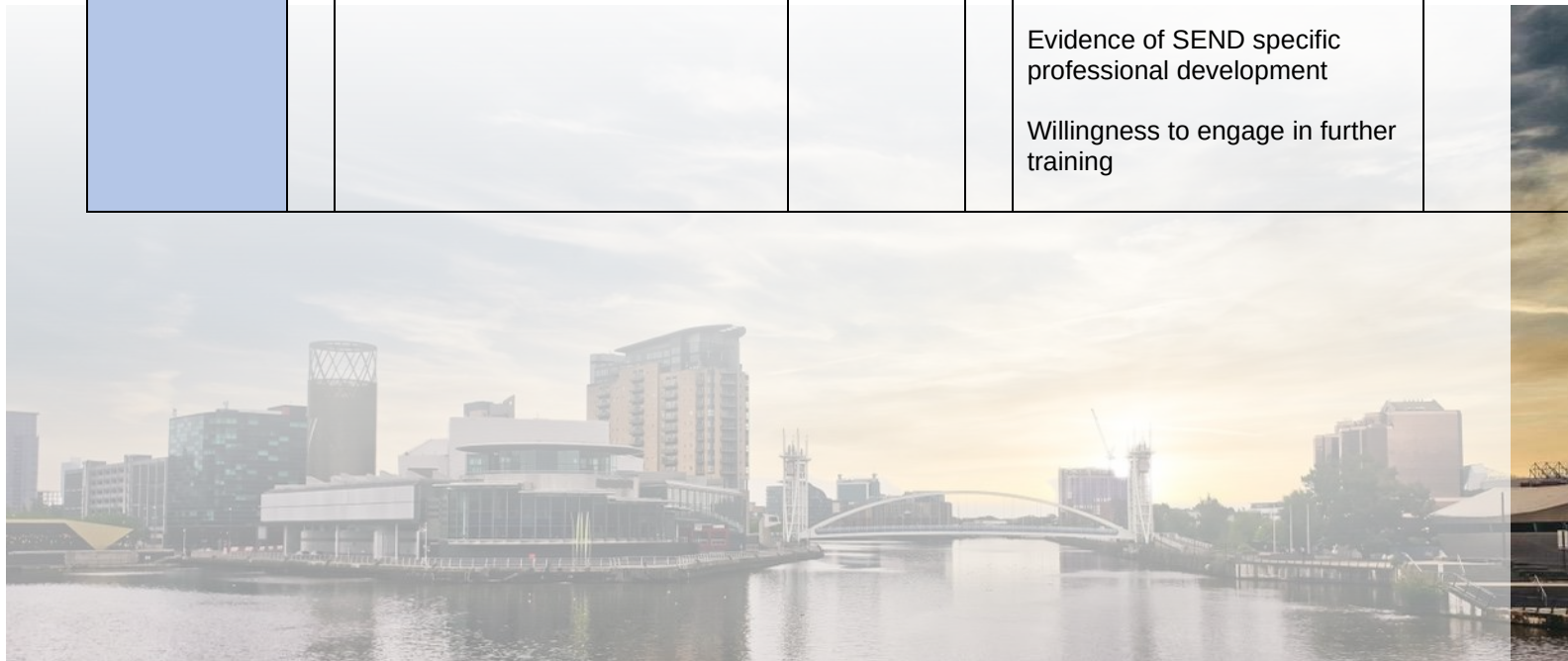
Name of the post holder:



Person

Specification

	Essential		Desirable	
Qualifications	Level 3 qualification (or working towards) GCSE English Grade 4 or above, or equivalent GCSE Maths Grade 4 or above, or equivalent	Application / Certificate	IT GCSE, or equivalent qualification An accredited qualification in supporting learners with SEND needs Other relevant qualifications or training e.g. Teaching Assistant, Child Protection, First Aid, Counselling	Application
Professional Development	Evidence of ongoing professional development.	Application	Evidence of self-motivated professional development Evidence of SEND specific professional development Willingness to engage in further training	Application/Interview



Experience	Experience of supporting young people with SEND. Experience of using an IT database in compliance with GDPR. Experience of supporting learners in an educational environment	Application/ Interview	Experience of supporting learners in a post-16 setting Experience of supporting learners with a diverse range of SEND needs	Application/Interview
Knowledge	Knowledge of Education, Health and Care Plans (EHCP) and high needs funding. Knowledge of the barriers young people with SEND barriers face to learning. Knowledge of statutory guidance, such as Keeping Children Safe in Education	Application / Interview	An understanding of the SEND Code of Practice Knowledge of the Further Education and Skills Inspection Toolkit	Application / Interview
Skills / Qualities	Ability to establish strong relationships and motivate learners with differing abilities and needs Ability to complete learner records in line with internal policies, audit guidance and legislation.	Application/ Interview Application/ Interview	Subject specific skills and knowledge Ability to assist student wellbeing	Application / Interview

	Flexible and enthusiastic team player Ability to work on own initiative and self-motivated Excellent communication and interpersonal skills Excellent personal organisational skills Ability to build good relationships with students and staff A positive pro-active personality A flexible, calm and empathetic approach to dealing with students				
Other	Commitment and responsibility for safeguarding and promoting the welfare of children and vulnerable adults and suitability to work with children and vulnerable adults Commitment to College policies i.e. Health and Safety, Equal Opportunities, Inclusion, Quality Assurance and the College Charter DBS check	Application/ Interview Appointment			