



Durrington High School are seeking to appoint an  
**Inclusion Support Worker**



# Welcome to Durrington High School



Do you want to work in a great school with a brilliant team of staff and students? Is your core belief that all children are entitled to an excellent education, as this opens doors for them in the future? If so, read on, because we want to hear from you!

Durrington High School is part of Durrington Multi Academy Trust (DMAT) and is a large and oversubscribed school with 1620+ students on roll in years 7 to 11. We have a strong and driven SLT and place a great deal of emphasis on recruiting and retaining excellent staff. One of only thirty three research schools nationally, this offers all of our staff (not just teachers) unparalleled opportunities for rich professional development. As a school we are committed to ensuring that all students go beyond their best. We are both relentless in our pursuit of excellence and immensely proud of our staff and students.

The candidate we are seeking may be a qualified teacher wanting a change or role or may be an individual with the passion and desire to make a real difference to the lives of young people needing support within our school community.

If successfully appointed you will join a hugely committed and very positive team of staff. You will work as part of this team to help every child succeed taking part in

rich professional development along what way.

Durrington High School has a truly comprehensive intake meaning no two days are ever the same! Every person who joins our team will appreciate the strengths and challenges this brings.

Everything we do do is driven by our core vision: ***“Going beyond our best through kindness, aspiration, perseverance and pride”***

If you:

- have values that align with ours;
- are seeking a new and exciting challenge;
- have the passion, commitment and drive to make a real difference to our students and school;

We want to hear from you now!



**Chris Woodcock**  
Co-Headteacher



**Shaun Allison**  
Co-Headteacher

# The Role

## Inclusion Support Worker

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Through your work as a key member of our inclusion support team you will contribute to all that we do across the school to enable all children to successfully access their education. With a particular focus on supporting young people who present with sometimes more challenging behaviours (and/or SEMH needs) the role is varied and fast paced. Key aspects of the role will include:

- Being responsible for the safeguarding and welfare of all students.
- Supporting the overall operation of the school through being on-call during allocated periods (this will include proactive visits to lessons and “checking in” with key students).
- Supporting our approach to inclusion, self regulation and reflection through timetabled slots, supervising our study room and/or internal exclusion provision.
- Support the wider house/year teams with planning for individuals; this could include co-construction of individual support plans and/or contributing to school-based referrals to a range of external partners.
- Tracking attendance, engagement and achievement of students in our intervention support provisions, on and off site.

You will be joining a very passionate and successful team of staff led by a highly experienced and effective team of leaders who are committed to delivering the very best outcomes for all of our students.

The work of the Inclusion team includes ensuring that all students understand and are supported to meet the school expectations and routines. More than ever, we recognise that a small number of our students require more personalised support and bespoke interventions to help them achieve their potential. The inclusion team are crucial in supporting these young people to understand their choices, communicating effectively to ensure compliance in a supportive but firm manner. Our specialist team work to deliver a supportive, provision that enables students to reflect upon their actions, deliver appropriate proportionate sanctions and to develop resilience, and coping strategies which will enable them to become successful citizens both in the school and wider community.

Working both in our purpose-built facility (The Boulevard Centre) and more widely across the school a key requirement will be that you possess a calm but determined approach to working with and supporting even the most challenging students. Therefore we are seeking to recruit an individual who is resilient, assertive and highly professional; someone who can provide a nurturing and caring approach but hold true to the expectations and the routines of the school.

**If you have what it takes and would like to find out more about this exciting role and our future direction of travel please do get in touch to arrange a tour of the school.**

We look forward to receiving your application.

## How to Apply

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Applicants must complete the application form and return it, alongside a supporting statement, demonstrating how they meet the essential criteria in the person specification and explaining how their skills and experience would make them successful in the role (max. 2 pages A4) [ladams@durring.com](mailto:ladams@durring.com) or via post to Laura Adams, Durrington High School, The Boulevard, Worthing, West Sussex, BN13 1JX.

If you have any questions about the role, please email Laura Adams, Executive Assistant, in the first instance – [ladams@durring.com](mailto:ladams@durring.com) We would welcome visits to the school pre-application.

**Closing date for applications is 9am, Thursday 5th December interviews in the week after this.**

# Job description

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## ***Safeguarding Responsibilities***

- Demonstrate a commitment to keeping all children and young people safe
- Report any safeguarding concerns in the workplace to the appropriate person
- Maintain an awareness of Trust and school policies and systems; particularly those in relation to safeguarding, behaviour and SEND

## ***General requirements of the role***

- Have a calm and visible presence across the school with the ability to identify and then proactively engage with more challenging individuals/groups of students.
- Ensure that school standards are rigorously and consistently maintained (uniform, punctuality, compliance with instructions).
- Work with senior pastoral leads and the wider pastoral team to develop further the use of SEMH baselining tools. Use these as a baseline upon which personalised student support and behaviour plans are created and shared.
- Ensure that an environment based on compliance and respect is maintained at all times in the study room and internal exclusion provision.
- Be willing and able to use data (from within the school) to assess the impact of the intervention work you (or the wider team) may be undertaking.

## ***Assessment and provision***

- Support the inclusion team by willingly planning and contributing to a range of short-term intervention projects to meet the needs of identified individuals/groups.
- Familiarise yourself with a range of statutory and non-statutory guidance to develop a strong understanding of best practice in the areas of Special Educational Needs and behaviour/inclusion (note we will provide bespoke CPD for you to assist in achieving this).
- Contribute to reintegration planning for individual students, monitoring these to ensure that the reintegration process is successful.
- Through all strands of your work make a positive contribution to the student wellbeing across the school.

## ***External engagement***

- Develop effective relationships with parents/carers (some of whom are hard to reach), to enable them to support the school in ensuring their child achieves well.
- Build and sustain effective working relationships with leaders within external provision and school support agencies so as to improve access to appropriate high quality support on a case by case basis.
- Engage with key providers from the charitable sector to secure wider support for identified students and parents/carers.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task needing to be undertaken may not be identified. The postholder will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified within this job description.

This job description may be amended at any time following discussion with the Headteacher(s), and will be reviewed annually.

## Candidate specification

Leadership Attributes	Essential	Desirable (but can also be developed through in-role CPD)
<b>Organisation</b>	<ul style="list-style-type: none"> <li>• Demonstrate robustness, resilience and have a clear ability to emotionally self-regulate; even within challenging circumstances.</li> <li>• Ability to work under pressure and manage time effectively.</li> <li>• Ability to manage the timetables of both staff and students.</li> <li>• Highly effective written and verbal communication skills to ensure students get the best possible support from external agencies/linked case workers.</li> <li>• The ability to contribute to and create effective plans to enable students to receive the most consistent support possible during the school day.</li> </ul>	<ul style="list-style-type: none"> <li>• The ability to manipulate, cross reference and analyse data sets to draw out key messages.</li> </ul>
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>• A working knowledge of behavioural challenges and needs that exist within secondary-age students.</li> <li>• An understanding of wellbeing needs (e.g. young people's mental health, attachment difficulties, anxiety)</li> <li>• An understanding of ASC presentation in different groups of students.</li> <li>• Basic child protection training in line with KCSIE 2023</li> </ul>	<ul style="list-style-type: none"> <li>• SEND code of practice</li> <li>• Equalities duty (in relation to schools)</li> <li>• KCSIE - additional training undertaken.</li> <li>• ASSIST qualified (or similar)</li> <li>• The WSCC inclusion support framework</li> <li>• Best practice in terms of being trauma informed approaches</li> </ul>
<b>Standards and routines</b>	<ul style="list-style-type: none"> <li>• A willingness to uphold school expectations.</li> <li>• The ability to separate key aspects of your role operating successfully as both a support for individual students and as a school leader (maintaining standards and expectations).</li> <li>• Thorough understanding of the school behaviour and uniform policies to allow consistent application of expectations.</li> </ul>	<ul style="list-style-type: none"> <li>• A detailed understanding of the statutory guidance issued in relation to behaviour management within schools</li> </ul>
<b>Skills and qualities</b>	<ul style="list-style-type: none"> <li>• Highly motivated, clear thinking and principled.</li> <li>• Proven willingness and capacity for hard work.</li> <li>• A personality to merit the respect of students and to encourage their active</li> <li>• Involvement in the learning process, in and out of lessons.</li> <li>• A good communicator being able to build successful relationships with all groups of students, staff,</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of using a range of assessment tools to identify strengths/difficulties and using the results to deliver change.</li> <li>• Evidence of running and coordinating training for those you have led.</li> <li>• Evidence of sourcing external support and/or funding to support intervention work.</li> <li>• Experience of using CPOMS.</li> </ul>

	parents/carers and external professionals. <ul style="list-style-type: none"> <li>• Competent in the use of ICT (specifically google drive, excel)</li> <li>• Committed to equality of opportunity.</li> <li>• Use of evidence informed research to support your role.</li> </ul>	
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## Package

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- Responsible to:** Assistant Headteacher – Standards and Inclusion and Co-Headteachers
- Salary Grade:** DMAT Grade 5 scale point 7-8 (£25,788–£26,200) pro rata.  
Actual gross salary £22,316.54 to £22,673.08.  
For the right candidate there is also the possibility to apply for a paid lunchtime duty.
- Out staff also have access to a school wellbeing support package including 27/7 GP access and a range of other benefits
- Working pattern:** Term time only plus INSET days; 37 hours per week, 8:30am to 4:30pm (4pm on Fridays); there is an expectation of attendance at 2 or 3 calendared evening events throughout the year.

## Safeguarding

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Durrington High School is committed to the safeguarding and wellbeing of all our students. It is a core expectation of every member of staff to safeguard the wellbeing of every child and young person within the school. Staff are supported through regular training and are expected to adhere to the school's Safeguarding and Child Protection Policy at all times.

In addition to the statutory pre-employment checks, this appointment will be subject to an enhanced DBS check, a safeguarding background check and interview.

Durrington Multi Academy Trust is an equal opportunity employer and we welcome the unique contributions that everyone can bring to Durrington Multi Academy Trust in terms of education, opinions, culture, ethnicity, race, sex, gender identity and expressions, nation of origin, age, languages spoken, colour, religion, disability, sexual orientation and beliefs.

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