

## Job Description

### Whole School Inclusion Assistant

<b>Effective Date:</b>	<b>2026-27 (Fixed term 1 year)</b>
<b>Job Level:</b>	<b>Single Status Local Hire Position</b>
<b>Responsible to:</b>	Whole School SENDCO / Whole School EAL Coordinator
<b>Supervisory Responsibility:</b>	N/A
<b>Working Hours:</b>	<p>7.15 am to 2.15 pm, there is an expectation to attend team/school meetings, these will not exceed 20 hours per academic year (and should include an ECA commitment of 10 hours per year).</p> <p>In addition to this all employees should attend whole school staff meetings every term. You will not be paid extra for attending the meetings listed above as this time has been included in your remuneration.</p>
<b>Annual Leave:</b>	<p>Annual leave to be taken during school holidays.</p> <p>You are required to work 187 working days per year. (This includes the 7 INSET days).</p>

#### Main Purpose of the Position and Key Responsibilities

As an Inclusion Assistant, you will play an important part of the British School Muscat staff team, upholding the values, ethos and reputation of the school, at all times. You will be a positive role model and demonstrate consistently the attitudes, values and behaviours, which are also expected of our students.

Working under the guidance of the SENDCO and EAL (Language for Learning) Coordinators, you will provide high-quality, in class and intervention-based 1-1 and/or small group inclusive learning support for students with a range of Special Educational Needs and Disabilities (SEND) and/or English as an Additional Language (EAL), promoting equitable access to the curriculum and full participation in all aspects of school life.

As an Inclusion Assistant you will work collaboratively with teachers, specialist staff, the SENDCo and EAL (Language for Learning) Coordinator to help create a happy, safe and stimulating classroom environment. You will support adaptive teaching and inclusive practice so that all students experience belonging, achieve success and make strong progress, in line with the school's ethos and current inspection expectations.

The role involves providing high-quality inclusive support within the classroom, complemented by targeted, time-limited interventions where appropriate. Working in partnership with teachers, you will support adaptive teaching approaches that enable all learners to access an ambitious curriculum.

Through close collaboration with colleagues, including the SENDCo and Language for Learning (EAL) Coordinator, you will contribute to the identification and reduction of barriers to learning, supporting sustained progress in students' academic achievement, wellbeing and personal development.

## Inclusion Support

- To support the cognitive, communication, social, emotional, behavioural, sensory, physical, and linguistic needs of students, ensuring equity of access to a broad and balanced curriculum.
- To deliver high-quality, differentiated intervention programmes (individually or in small groups), as directed by the Inclusion Lead/SEND/CO/EAL Coordinator, including in-class adaptive support that promotes full participation and progress.
- To complement the work of class teachers by supporting identified students to access and engage with the curriculum, contributing to an inclusive learning environment consistent with the school's ethos and inspection frameworks.
- To use effective communication and collaboration to support new and existing staff, including teachers, in understanding the needs of students and the role of the Inclusion Assistant, as directed by the Inclusion Lead/SEND/CO/EAL Coordinator.
- To raise students' confidence, motivation, and self-esteem through professional curiosity around learning behaviours together with encouragement, constructive feedback, recognising effort and celebrating success.
- To develop an understanding of a range of additional educational needs, including Neurodiversity, SEND and EAL, and to implement strategies that support personalised and responsive engagement and learning.
- To provide effective verbal and written feedback to students, marking in line with the school's feedback and assessment policy, and individualising this to ensure students' understanding of their next steps.
- To assist, under the direction of the Inclusion Lead/SEND/CO/EAL Coordinator, in the assessment, monitoring and recording of student progress to inform planning, review outcomes, and measure the impact of provision in place.
- To contribute to the accurate recording and maintenance of internal and external assessment data.
- To support the early identification of barriers to learning and participation, so that timely, appropriate support can be put in place.
- To help promote positive partnerships between home and school, communicating effectively with parents/carers and ensuring that queries or concerns are passed on promptly and to the appropriate member of staff.
- To prepare and organise resources that help students access learning, both in the classroom and through targeted support, with guidance from the Inclusion Department.
- To support students through transitions between classes, key stages, or phases, ensuring continuity and social, emotional security.
- To contribute to a safe, inspiring, and inclusive learning environment that reflects diversity and promotes wellbeing.
- To assist in managing inclusion resources, ensuring they are well maintained, accessible, and used effectively.
- To undertake any other reasonable task required by your line leader, the Inclusion Lead/SEND/CO/EAL Coordinator, or Heads of School.

## Behaviour, Wellbeing and Safety

- To treat all students with dignity, respect and fairness, building positive relationships grounded in trust, consistency and professional curiosity, while maintaining clear and appropriate professional boundaries at all times.

- To complete all required safeguarding and child protection training and to act in accordance with the school's Safeguarding and Child Protection Policy and statutory guidance, including *Keeping Children Safe in Education*.
- To share collective responsibility for promoting the welfare, safety and wellbeing of all students, recognising safeguarding as an integral part of everyday practice and inclusive school culture.
- To build positive, supportive relationships with students across all year groups, responding sensitively, proportionately and professionally to individual needs, vulnerabilities or concerns, in line with school policy.
- To act as a positive role model, consistently demonstrating the values, attitudes and behaviours expected of staff and students, including respect, inclusion and integrity.
- To understand, promote and model the school's approach to positive relationships and behaviour, supporting a learning ethos that prioritises belonging, consistency and emotional safety.
- To actively promote inclusion, acceptance and respect for diversity, recognising and valuing the school's multicultural and multilingual community in all interactions.
- To report and record promptly any safeguarding concerns, discriminatory behaviour, bullying or harmful conduct, in line with school procedures and using the designated recording system (CPOMS), ensuring concerns are shared with the appropriate safeguarding lead.
- To recognise, encourage and celebrate students' achievements and strengths, across academic, social, emotional and wider aspects of school life.
- To contribute to maintaining a safe, calm and supportive learning environment, where students feel secure, respected and able to engage positively in learning.
- To promote positive health, hygiene and wellbeing practices, supporting the school's holistic approach to student development and care.

### Supervision and Duties

- To provide cover for Inclusion Assistant colleagues in their absence when required.
- To support identified students in lessons and ensure they can participate fully in their learning.
- To supervise students at breaktimes, lunchtime, transitions and during assemblies, to ensure the safety and inclusion of all students.
- To accompany and support students during educational visits, enrichment activities, or other off-site opportunities, ensuring inclusive participation.
- To attend meetings, INSET days, and professional learning sessions as required, in line with contractual obligations.
- To support the supervision and facilitation of internal, national, and specialist assessments and provide examination access arrangements where required.

### Team Working and Collaboration

- To work collaboratively with teachers, the Inclusion Department, and wider school colleagues to ensure consistency of inclusive practice, in line with the school's policies and the Ofsted/BSO focus on whole-school accountability for inclusion.
- To actively participate in departmental and whole-school meetings, contributing ideas for ongoing school improvement and inclusive curriculum design.

- To share good practice and resources that enhance the quality of support and learning outcomes for all students, but in particular those who are neurodivergent or are identified as having additional SEND and/or EAL needs.
- To contribute to discussions about student progress, wellbeing, and provision during pastoral and curriculum meetings.
- To support the school's vision and ethos by promoting high standards of teaching, learning, support and pastoral care that reflect equity and access for all.

## Professional Development

- To take responsibility for ongoing professional learning by reflecting on your own practice and engaging with training, research, and peer collaboration.
- To be a reflective practitioner and respond positively to feedback from colleagues and leaders, refining approaches to enhance effectiveness and impact.
- Participate fully in training and development opportunities identified by the school or as developed as an outcome of your Learning Talk or through discussions with your line leaders.
- Participate fully in the Professional Growth Cycle and take responsibility for your Professional Development.
- To keep up to date with current research and best practice in Inclusion, SEND, EAL, and adaptive teaching and learning, contributing to the development of the school as a learning organisation.
- To contribute to professional dialogue that supports staff competence, confidence, and consistency in inclusive education.

## Other

- To uphold and model the ethos, policies, and professional values of the school, maintaining high standards of attendance, punctuality, and conduct.
- To adhere to the school's Code of Professional Conduct, maintaining confidentiality and integrity in all aspects of school life.
- To act in accordance with the professional duties and responsibilities outlined in your contract, the staff handbook, and any agreed development targets.
- To behave in a professional and positive manner at all times, contributing to the school's reputation as an inclusive, supportive, and high-performing international community.

### **Note:**

***This job description reflects the present requirements of the post. As duties and responsibilities change and develop, the job description will be reviewed and will be subject to amendment in consultation with the post holder.***

***BSM is committed to safeguarding and promoting the welfare of students and young people and expects all staff to share this commitment. Appointments are subject to satisfactory references and DBS/Police Safeguarding clearance***