

Job Description

POST:	Nurture & Reintegration
RESPONSIBLE TO:	Deputy Head - Relationships
SALARY:	Salary: NJC Scale 5 SCP 13-17
LOCATION:	The Telford Park School
WORKING PATTERN:	30 hours, (Term Time plus 1 week)
DISCLOSURE LEVEL:	Enhanced
KEY RELATIONSHIPS:	SLT, Pastoral Staff, Parents and outside agencies
RESPONSIBLE FOR:	N/A

MAIN PURPOSE:

Contribute to the early identification of barriers to learning and disengagement for individual children and young people and provide them with a range of strategies for overcoming the barriers.

The post holder will have the appropriate skills, ability and confidence to deal with individual student issues, maintain good order and to keep students on task. They will be required to respond to questions and generally assist students whatever their needs.

This job description will be reviewed annually and may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the Community Academies Trust in relation to the post holder's professional responsibilities and duties.

SPECIFIC RESPONSIBILITIES

Main Duties and Responsibilities

- Undertaking comprehensive assessments of students to determine those in need of particular support. To develop procedures and processes to enhance the delivery of the provision to meet the needs of the school in liaison with the Deputy Head Relationships
- To work with students in improving learning skills to enable them to access education and achieve their full potential
- To complement the professional work of teachers by taking responsibility for learning activities
- Establish and develop effective and productive one-to-one academic coaching, counselling and other supportive relationships with children and young people, acting at all times as a positive role model and setting high expectations.
- Develop, agree and implement a time bound action plan with groups and individual children based on a comprehensive assessment of their strengths and needs and maintain accurate records of work for each identified student
- To have knowledge of the content for the English, Maths and Science KS3 and KS4 specifications followed at the school.
- To ensure a safe and calm ethos is maintained throughout the school

- Provide objective feedback and reports to teachers and students in relation to progress, achievement, and behaviour ensuring available and appropriate evidence
- Support learners to access learning using appropriate strategies, skills, and experience, utilising resources that consider student's interests, language and cultural backgrounds.
- Provide information and advice to enable students to make choices about their own learning, personal development, behaviour and attendance and where appropriate facilitate access to specialist support services.
- Challenge and motivate students, promoting and reinforcing positive self-esteem.
- Monitor and evaluate those on the learning programme in their responses and progress against action plans through observation and impact measurement records.
- Establish constructive relationships with the parents / carers of children and young people who have identified needs, exchanging information, facilitating their support for their child's progress and supporting home to school and community links.
- Play an active role in supporting and accompanying learners who are learning away from school which may include some home liaison.
- Negotiate, establish and maintain effective working partnerships with other agencies and individuals in order to address needs and help remove barriers to learning for children and young people. Where appropriate this process is undertaken through the Local Authority systems for Common Assessment Framework.
- Take a key role in managing the speedy and successful transfer of children and young people between educational establishments and transition at key stages in their learning.
- Provide out of school hours activities within guidelines established by the school.
- To provide feedback to stakeholders on students conduct and work ethic
- To be responsible for arranging cover of the unit during lunch break and/or planned absence.
- To promote the inclusion and acceptance of all students
- To assess the needs of students and use detailed knowledge and specialist skills to support and develop their behaviour for learning
- To work within the school's behaviour policy to anticipate and manage behaviour constructively, promoting self-control and independence
- To provide information and advice to enable students to make choices about their own learning, behaviour and, if applicable, their attendance.
- To work with colleagues to establish an appropriate learning environment in the Exclusion Room to deliver the National Curriculum
- To challenge and motivate students, and promote and reinforce self-esteem
- As part of the inclusion team, be on call to support students who are unable to engage in the lesson, working one to one with them and supporting their return to class as appropriate
- Within an agreed system of supervision, deliver learning activities to individuals and small groups, adjusting them according to learner's responses/needs
- To collect and register pupils
- To arrange for resources, worksheets, etc necessary to lead learning activities, taking account of students' interests and language and cultural background
- To use ICT facilities effectively to support learning activities and develop students' competence and independence in its use
- To provide analysis of key data for Senior Leadership Team relating to the internal exclusion sanction and its effectiveness within the Behaviour Management System

Support for the School

- Liaise between managers/teaching staff and support staff
- Attend regular team meetings with managed staff
- 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
- Be aware of and support difference and ensure all students have equal access to opportunities to learn and develop
- Contribute to the overall ethos/work/aims of the school
- Appreciate and support the role of other professionals
- Attend relevant meetings as required
- Participate in training and other learning activities and performance development as required
- Assist with the supervision of students out of lesson times, including before and after school times and at lunchtimes
- Accompany teaching staff and students on visits, trips and out of school activities as required
- Assist with exam invigilation when necessary

Support for Students

- Take a key role in managing and delivering pastoral support to students
- Manage the supervision of students who are not working to, a normal timetable
- Attend to students' personal needs and provide advice to assist in their social, health & hygiene development
- Provide sensitive counselling and support to students as appropriate
- Undertake comprehensive assessments of students to determine those in need of particular help
- Assist the teacher with the development and implementation of Individual Education/Behaviour/Support/Mentoring plans
- Provide support for students with special needs
- Establish productive working relationships with students, acting as a role model
- Provide information and advice to enable students to make choices about their own learning/behaviour/attendance
- Challenge and motivate students, promote and reinforce self-esteem
- Provide feedback to students in relation to progress, achievement, behaviour, attendance etc.
- Manage liaison with feeder schools and other relevant bodies to gather student information
- Support students' access to learning using appropriate strategies, resources etc.

5. Support for the Teacher

- Work with other staff in planning, evaluating and adjusting learning activities as appropriate
- Monitor and evaluate students' responses and progress against action plans through observation and planned recording
- Provide objective and accurate feedback and reports as required, to other staff on students achievement, progress and other matters, ensuring the availability of appropriate evidence

- Manage record keeping systems and processes
- Take key role 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
- Contribute in the development, implementation and monitoring of systems relating to attendance and integration e.g. registration, truancy, pastoral systems etc.
- Administrative support e.g. dealing with correspondence, compilation/ analysis/reporting on attendance, exclusions etc., making phone calls etc.
- Effectively deploy the Behaviour, Attendance and Rewards policies and actively review these policies
- Assist with the review, monitoring and evaluation of the Behaviour, Attendance and Rewards policies

6. Support for the Curriculum

- Implement agreed learning activities/teaching programmes, adjusting activities according to student responses/needs
- Display the ability to manage the most challenging and disengaged students
- Demonstrate a passion for learning and the education of young people
- Actively seek information regarding, and utilise, the range of activities, courses, organisations and individuals to provide support for students to broaden and enrich their learning
- Determine the need for, prepare and use specialist equipment, plans and resources to support students

7. Communication

- To meet with senior teaching staff on a regular basis to discuss students who are at risk of not achieving passes in the core subjects due to behaviour, attendance or other specified reason and to devise and activate an action plan with teaching staff.
- Work closely with other identified senior team and members of staff to ensure that everyone understands and supports the strategies being used to develop the students' skills for learning and behaviour.
- Attend and participate in network meetings with other Teachers and Mentors and contribute to the identification and sharing of good practice between individuals to enhance academic provision.
- To attend relevant meetings and undertake and provide in-service training as required
- To liaise with the Inclusion/ Alternative Provision Team, Student Support Managers, CSO's and other relevant stakeholders to trigger relevant interventions
- To liaise with parents/ carers to ensure an understanding of intervention strategies and progress

The trust is committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate checks, including enhanced DBS checks.

The above responsibilities are subject to the general duties and responsibilities contained in the Statement of Conditions of Employment. The duties of this post may vary from time to time without changing the general character of the post or level of responsibility entailed.

The person undertaking this role is expected to work within the policies, ethos and aims of the Trust and to carry out such other duties as may reasonably be assigned by the Line Manager. The post holder will be expected to have an agreed flexible working pattern to ensure that all relevant functions are fulfilled through direct dialogue with employees, contractors and community members.

English Duty -

This role is covered under part 7 of the Immigration Act 2016 and therefore the ability to speak fluent spoken English is an essential requirement for this role.

Person Specification

Our Values and Vision

These are our values. They can be thought of as our 'non-negotiables' - beliefs, expectations and standards that underpin how we work with the young people in our care, and the community we serve. We believe that if we work in the context of these values, students will achieve more than they ever thought possible. They are also values that have evolved following a sustained period of success for our school.

Our Young People

We value three main types of achievement for our young people, and the vision for our school is that we ensure our students are empowered to achieve to a consistently outstanding level.

Achievement - Academic: We believe all young people have the potential to achieve great things. Intelligence can be developed regardless of emotional and social background, given appropriate teaching and bespoke, individualised support.

Young people should be encouraged to develop autonomy and meta-cognitive control ('knowing what to do when they don't know what to do') in their learning and to gain inspiration from learning. They should be equipped with a crucial sense of possibility based on a well-developed self-awareness and ambition - ambition not only for themselves but for the communities in which they live and work.

Achievement - 'letting your light shine': All young people achieve things they can be proud of every day in addition to academic success and outside our school's planned curriculum. We have a vital role in ensuring individuals develop their own talents and interests and have a responsibility to instil in them a sense of pride in who they are and what they achieve. We must recognise and celebrate these achievements.

Achievement - relationships (Starfish Principle): Excellent relationships for learning are a prerequisite for all other achievements. Relationships that result in mutual respect between young people and all other members of our school community will ensure learning can be fun in a disciplined and caring environment where the highest expectations are the norm.

Our Staff

Our Values extend to how we challenge, support and work with each other. All staff (support and teaching) play a crucial role in the education of young people. We all understand how our work has a

direct influence on the life chances of the young people in our care. In the same way that we all have a duty of care to them, we have a duty of care to each other and have regard for each other's professional and personal wellbeing.

The Trust Board sees all members of the Trust's staff community as learners. They are empowered to make decisions, be creative and to lead. Mutual respect pervades all relationships working together to enhance professional learning and practice and collaboration; collegiality and a sense of team identifies how all staff work together. Staff co-operate with each other and are not in competition with each other - they are part of a team that ensures the academies throughout the Trust strengthen their positions among the best academies in the country.

Person Specification

Criteria	Standard
Experience	<ul style="list-style-type: none"> • Several years' experience working in a relevant discipline in a learning environment • Experience of working with children of relevant age • Experience of working with students with additional needs particularly social, emotional and behavioural difficulties. • Experience of working with teenagers and adults in difficult circumstances • Experience in Counselling
Qualifications	<ul style="list-style-type: none"> • Level 4 qualification or equivalent or experience • Participate in development and training opportunities • Excellent numeracy/literacy skills • Counselling qualification or broad experience
Skills & Attributes	<ul style="list-style-type: none"> • Excellent communication skills • Full working knowledge of relevant polices/codes of practice /legislation • Ability to plan effective actions for students at risk of underachieving • Understand range of support services/providers • Ability to relate well to children and adults • Understanding of principles of child development and learning processes and in particular, barriers to learning • Ability to plan effective actions for students at risk of underachieving • Understand range of support services/providers • Ability to self-evaluate learning needs and actively seek learning opportunities • Work constructively as part of a team, understanding school roles and responsibilities and your own position within these • Effective use of ICT packages and good keyboard skills • Use of relevant equipment/resources • Knowledge of relevant polices/codes of practice & awareness of relevant legislation • Ability to relate well to children and adults • Work constructively as part of a team, understanding school roles & responsibilities and your own position within these • Ability to identify own training & development needs & cooperate with means to address these

Personal style and behaviours	<ul style="list-style-type: none">• Develop good relationships with others by behaving with integrity, treating people with respect and leading by example• Reliable, approachable and non-judgemental• Able to encourage positive traits / behaviours• Able to challenge negative behaviours and assumptions• Be an active supporter of students, parents, carers and staff• Able to handle sensitive information and maintain confidentiality• Able to work with individuals and small groups of students
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