

JOB PROFILE

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| Department: | Pastoral Care | |
| Job title: | 1-2-1 In Class / Out of Class Learning Support | |
| Reports to: | PALS Manager | |
| Responsible for: | N/A | |
| Level/Grade: | Hours of work: 34 Hours per week 39 weeks per year (+5 weeks paid holiday) | Salary Scale R3 Point 12-18 £16,194.74 - £17,528.23 actual salary (FTE £20,828 - £22,543) |

Job Purpose:

To plan and deliver 1-2-1 support programmes for promoting student's learning and emotional literacy both in class and out of class under the direction of the work of the SENCO.

To provide a safe, stimulating and therapeutic environment for students, promoting their physical, social, emotional and intellectual development and enabling them to achieve their potential.

Job Description

Key Tasks

- Plan and deliver programmes of 1-2-1 support to in class and out of class to develop social and friendship skills.
- To support the behaviour and emotional development of students within lessons.
- Liaise with teachers and other staff about the needs and progress of students receiving support.
- Meet with the SENCO to discuss progress and allocation of casework.
- Guide and mentor student's so that targeted, measurable and significant improvement is secured.
- Work in partnership with the SENCO to ensure regular high quality and frequent communication between the school and the home so that parents are involved and students' attitudes to learning is maximised.
- Respond to student's' causes for concern and other relevant information.
- Maintain and prepare student records and reports as required.
- Ensure that individual Education / Health and Care Plans are used to set specific targets for students.
- Ensure effective support of students' literacy, numeracy and IT skills.
- Use data effectively to identify students who are underachieving and, where necessary, ensure the creation and implementation of effective plans of action to support those students.
- Liaise with parents in line with school policy.
- To take part in annual special needs review meetings
- To work as part of a multi-disciplinary team with all staff in school and with external agencies who contribute to the student's care and educational needs
- Perform all post duties in compliance with relevant health and safety regulations and codes of practice and with due regard for the health, safety and welfare of all premises users and visitors including contractors.

- Promote the welfare of children and young people and at all times and ensure safeguarding policies and procedures are followed.
- Share knowledge and ideas from training with other school staff as appropriate.

Other

- Any other duties which reasonably fall within the purview of the post, which may be allocated by the Principal after consultation with the post holder.
- Drive school vehicles when required
- To attend training days and supervision sessions
- Work towards achieving the Level 3 Certificate in Supporting T&L
- To ensure own training and CPD is up to date

Person Specification

| Criteria | Essential = E Desirable = D |
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| Assessed by Application Form (A) Interview & Selection Processes (I) | |
| Qualifications and Training | |
| <ul style="list-style-type: none"> • Relevant qualification to support the literacy and numeracy progress of student • Other relevant training eg First Aid, Child Protection, Behaviour Management, Allegation Management, Safer Recruitment and Working Together to Safeguard Children (A) • English and Mathematics at GCSE grade c or above or equivalent • Driving Licence • Level 3 Certificate in Supporting T&L • Basic Food Hygiene Certificate | E D E E D D |
| Knowledge and Experience | |
| <ul style="list-style-type: none"> • Experience of working with children (A, I) • Knowledge of young people’s therapeutic, developmental and health needs • Experience of working with children with behavioural, emotional and social difficulties and/or autistic spectrum conditions (A,I) • Experience of working with children and families from a variety of cultural backgrounds (I) • Working as part of a team (A, I) • Understanding and knowledge of current issues in education/social care (I) • Behaviour management strategies • Detailed working knowledge of safeguarding procedures • Experience of working with parents and carers, outside agencies, in partnerships and collaboration to secure achievement, enrichment opportunities and resources for children | E D D E E D E E E |
| Skills and Abilities | |
| <ul style="list-style-type: none"> • Ability to motivate children • Clear and concise written and oral communication skills adaptable to a range of audiences (A,I) • Competence with ICT (A,I) • An interest/skill in sport, outdoor pursuits or creative arts/hobbies (A,I) • Ability to work collaboratively with others (I) • Ability to plan, support and evaluate target setting (I) | E E E E E E E |

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| <ul style="list-style-type: none"> • Ability to manage own time and task (I) • Practical and theoretical knowledge of behaviour management (A,I) • Ability to direct and communicate routine/ information sensitively with confidentiality (I) • Demonstrable ability to relate well and communicate effectively with parents, other professionals and multi-disciplinary colleagues • Ability to deal directly with challenging behaviours and to promote high standards of behaviour and achievement. • Highly developed interpersonal skills • Ability to produce, accurate, positive and well written reports, policies, guidance, letters and memos. | <p>E E E E E E E</p> |
| <p>Personal Attributes</p> | |
| <ul style="list-style-type: none"> • Commitment to meeting the needs of children and their families (I) • Ability to work sensitively with a variety of people (I) • Ability to promote the positive image of the school (I) • Be enthusiastic and have the energy for working in a residential SEMH/ASC school (I) • Ability to reflect on own practice and learn from experiences (I) • A positive and flexible attitude to work and resolving difficulties (I) • A commitment to equality and diversity (I) • Patience and resilience (I) • Reliability and integrity & Creativity in problem solving and a willingness to try new approaches • Self motivated and able to work unsupervised • Willing & quick to learn new skills & procedures • Able to quickly engage and build appropriate relationships with children • High levels of emotional literacy • Dependable and reliable, with an excellent record of attendance (above 95%). • A good sense of humour | <p>E E E E E E E E E E E E E E E E</p> |
| <p>Date produced: September 2018</p> | |