

Job Description and Employee Specification

Grade: 5 SCP 11 - 17 £24,074 - £28,603 (Actual Salary for Term Time)

Responsible to: Teacher/Line Manager

Responsible for:

- To support teachers to inspire, motivate and challenge providing a high quality learning experience for all pupils leading to expected progress or better.
- To manage behaviour effectively to ensure a safe learning environment and provide high quality pastoral support and guidance that promotes personal development and the welfare of students.
- To be proactive in supporting the attendance of students in your tutor group.
- Contributing to whole academy improvement through supporting policies & initiatives

Hours of work: 34.84

Example Hours: 8:30-16:00 Monday to Thursday, 8:30 - 15:00 Friday

OR

Hours of work: 36.84

Example Hours: Monday 8.30-16.00, Tuesday to Thursday 8.00-16:00, Friday 8.00-15:00

Main Duties and Responsibilities:

- To attend staff meetings.
- To attend regular supervision (meeting with line manager).
- To attend training sessions as required and/ or directed.
- To promote good staff working relationships.
- To promote and implement MNSP policies and NHA procedures.
- To adhere to the MNSP Code of Conduct at all times, in and outside of the workplace, by demonstrating professional standards.
- To administer medicines and prescribed drugs, in line with NHA procedures.
- To manage and respond to pupil emotional and physical dysregulation, as a result of each pupil's SEND.
- To positively help develop coping strategies to minimise dysregulated behaviours.
- To report any danger, misconduct, breach of guidelines, safeguarding, or child protection issues immediately, without fail.
- To record accurate, concise factual information, using the agreed academy systems.
- To drive personal and academy vehicles with due care and attention.
- To be accountable to NHA middle and senior leadership.

School Support & General

- To provide learning support to pupils as directed by the classroom teacher.
- To work with the leadership team to provide additional support in lessons or on a 1:1 basis to support learning and behaviour.
- To support students attending alternative provisions as required.
- To provide feedback to pupils in relation to progress, achievement, behaviour and attendance.
- To support pupils' access to learning using appropriate strategies and support the teacher to create resources.
- To work with other staff in planning, delivery and differentiation.
- Have knowledge of pupils' levels of attainment and understand how to support students to make progress.
- Set appropriate and demanding expectations for pupils' learning, motivation and presentation of work.
- To work 1:1 or with small groups of students to support student progress and outcomes.

- Be familiar with the SEND Code of Practice for identification and assessment of special educational needs (including gifted and talented)
- Record attendance accurately using Arbor.

Pastoral Work:

- Undertake the role and responsibilities of a tutor.
- To work with the attendance team to track, monitor and follow up on a daily basis student's attendance.
- To establish positive relationships with parents, carers, exchanging information, reinforcing the importance of their child's attendance and behaviour in relation to achievement.
- To promote a positive ethos and rewards and reinforce consequences as directed by subject teachers and tutors.
- Support the lead tutor as a contact for parents of pupils in the tutor group. Attend lessons to manage behaviour expectations for students in your tutor group.
- Support the teacher in guided discussion to allow students to develop strategies to manage their behaviour and meet targets set.
- Support the planning and delivery of the weekly PSHE focus and assembly.
- Promote good attendance and monitor in accordance with the attendance policy.
- Use the tutor role to ensure pupils are ready to learn. Be familiar with case management to make referrals for additional support and to share information.

Professional Standards:

- Support the aims of the academy to promote a positive learning environment.
- Treat all pupils fairly, consistently and without prejudice.
- Be a good role model to pupils in terms of appropriate dress, standards of punctuality, attendance and conduct.
- Promote the aims of the academy by attending and participating in appropriate events.
- Take responsibility for your own professional development and participate in staff training when provided.
- Reflect on your own practice as well as the practices of the academy as part of academy self evaluation.
- Be aware of and adhere to the various policies of the trust and academy.
- Participate in the management of the academy by attending various team and staff meetings.
- Ensure that all deadlines are met as published in the academy calendar.
- Be proactive and take responsibility for matters relating to CP, safeguarding and health and safety.

This job description only contains the main accountabilities relating to the posts and does not describe in detail all of the duties required to carry them out.

Physical Effort & Working Environment

- To be physically fit enough to carry out a range of duties in line with the interests of our young people e.g. walking, fitness suite, sports hall, and trips off-site, such as, bowling, swimming, laser quest.
- To be able to apply Team Teach practice (following training provided by NHA), this may include the need for physical intervention if de-escalation strategies are not effective.
- To have a good level of energy and enthusiasm to help provide a strong positive role to our pupils and encourage them to follow a healthy lifestyle.

Personal Specification

It is expected that the successful candidate would possess the following attributes:

Essential
Relevant qualification equivalent to QCF3 (or willing to study for QCF3 within 2 years of start date)
Evidence of a good basic education, including Maths and English at GCSE grade 4/ Functional Skills Level 2

Previous experience of working with young people with Social, Emotional, and Mental Health Needs, and or pupils with Autism, ADHD, and PDA
Competent ICT skills
Commitment to training and further professional development
Working as part of a team approach
Working with young people with challenging behaviour
Desirable
Full, clean driving licence
First Aid certificate
Positive intervention training (e.g. Team Teach)
Knowledge of The Children's Act 1989/ Learning Care Act 2000
Equal opportunities training
Administration of medicines and drugs training/experience

Midsomer Norton Schools Partnership is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and volunteers to share this commitment. An Enhanced DBS check is required prior to appointment.

Post Holder:

Name: _____ Signature: _____ Date: _____