



**Academic Coach
Brompton Hall School**

Recruitment Information Pack



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Brompton Hall School

Our Aims

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils

Our Multi Academy Trust is a group of inspirational and aspirational mainstream and specialist schools in North Yorkshire, Hull and South Yorkshire whose main objective is to ensure that all pupils make exceptional progress through the development of outstanding staff.

Brompton Hall school is based within private grounds in the pretty village of Brompton-by-Sawdon and is a Special Education School for pupils aged between 8 and 16 years, who have an Education, Health and Care Plan.

All of our pupils have social, emotional and behavioural difficulties that have profoundly affected their academic performance and personal relationships. The school also, at times, takes pupils from surrounding Authorities.

We promote the personal, social, emotional well-being, mental health and intellectual development of pupils who have been identified as having social, emotional and behavioural difficulties. We encourage a sense of optimism, confidence, self-worth, achievement, meaning and purpose, supporting and satisfying relationships with others, understanding oneself, and responding effectively to one's own emotions. Pupils are valued as individuals. They are helped to achieve to the full extent of their abilities and they are prepared for the responsibilities of citizenship and for the challenges of life beyond school.

Staff at our school are experienced in working with children who have challenging behaviours, they are able to offer a wide range of skills and strategies when managing the pupils. We provide care, structure and consistent management, along with guidance and advice to all pupils encouraging the development of social and emotional skills and attitudes, allowing them to make full use of the educational opportunities available to them.

The school seeks to offer the same education curriculum as mainstream schools, as a result our curriculum contains a variety of qualifications from GCSEs through to Entry Level certificates, in a range of subject areas. Our aim is not to disadvantage pupils who have social, emotional and behavioural problems. When pupils have shown that they have developed good consistent control of their behaviour and have become successful in school, consideration is always given to reducing dependency on residential support, eventually moving from residential to day status, and ultimately if appropriate, a return to mainstream education.

Application Process

The closing date for all applications is **Midnight, Sunday 17th December 2023**

Queries & Visits

Please contact Chloe Bullen at Chloe.Bullen@northyorks.gov.uk or on 01609 536 964

Application Process

Please apply via [NYC Jobs](#)

Please contact us if you need an application form in a different format.

Unfortunately we do not accept CVs.

JOB DESCRIPTION and PERSON SPECIFICATION

SCHOOL: Venn Academy Trust

SECTION: Brompton Hall School **GRADE:** 5

JOB TITLE: Academic Coach/Tutor **DATE PREPARED:**

EVALUATION DATE: 08/06/2023 **JE NUMBER:** NJCV76

DIGNITY AT WORK: To show, at all times, a personal commitment to treating all stakeholders and colleagues in a fair and respectful way, which gives positive regard to people's differences and individuality (for example, gender, gender identity, nationality or ethnic origin, disability, religion or belief, sexual orientation, age). Assists in ensuring equal access to services and employment opportunities for everyone and promotes Venn's Equal Opportunities in Employment Policy.

PURPOSE:

To work with guidance and support from teaching staff regarding:

- The provision of academic work for pupils
- The expected learning outcomes
- Delivery styles and approaches
- The provision of effective support to maximise the attainment and accelerate the progress of individuals and groups of pupils

PRINCIPAL ACCOUNTABILITIES:

Please note decision making must be included within the Principal Accountabilities

Support for pupils

1	Be proactive in the promotion of the welfare, health and safety of children and young people, including assisting in the maintenance of a safe environment for pupils and staff
2	Be prepared for delivery of relevant learning support for individual and small groups of pupils
3	Maintain relevant learning records to support the understanding of individual and small group progress
4	Effectively supervises and provides particular support for individuals and groups of pupils, including e.g. those with SEN, disabilities, personal needs, ensuring their safety and access to learning activities
5	Assists with the development and implementation of Individual Education/Behaviour Plans and Personal Care programmes
6	Support children's growth and intellectual development
7	Establish constructive relationships with pupils and interacts with them according to individual needs
8	Promote the inclusion, engagement and participation of all pupils
9	Support pupils in their learning and development through delivery of identified learning packages

10	Set challenging and demanding expectations and promotes self-esteem and independence
11	Provide feedback to pupils in relation to progress towards academic, social, behavioural and learning to learn skills
12	Provide support via coaching and mentoring and modelling an enthusiasm for improving personal performance
13	To liaise closely with appropriate staff in relation to safeguarding, behaviour and wellbeing issues
Support for Teachers, as required	
13	Create and maintain a purposeful, orderly and supportive environment
14	Develop displays within and outside the classroom
15	Assist with the planning of learning activities
16	Assist in the monitoring and marking of pupils' responses to learning activities, makes use of the school's tracking data and completes accurate records
17	Provide detailed and regular feedback to teachers on pupils' attainment, progress, behaviour and attitudes to learning
18	Contribute to planning and evaluation of learning and assists in the recording of pupils' progress
19	Encourage pupils to develop as independent learners with a thirst for learning
20	Promote good pupil behaviour, dealing promptly with conflict and incidents in line with School procedures and encourage pupils to take responsibility for their own behaviour
Support for the curriculum	
21	Undertake structured and agreed learning activities/teaching programmes, adjusting activities according to pupil responses
22	With guidance of senior staff delivers bespoke intervention and enrichment programmes e.g. literacy, numeracy, Guided Reading, phonics, spelling, speech and language development, wider vocational learning, social skills recording achievement and progress and feeding back to the relevant teachers
23	Support the use of ICT in learning activities and develop pupils' competence and independence in its use.
24	Prepare, maintain and use equipment/resources required to meet the lesson plans/relevant learning activity and assists pupils in their use.
Support for the school	
25	Awareness of and complies with all school policies and procedures, including those relating to child protection, safeguarding, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
26	Awareness of the diverse needs of pupils to ensure equal access to opportunities to learn and develop.
27	Support and challenge high levels of attendance and punctuality and engagement of the pupils
28	Attend training events and / or planning meetings including the participation in performance development as required
29	Contribute to the overall ethos/work/aims of the school.
30	Appreciate and support the role of other professionals.
31	Undertake the supervision of pupils out of lesson times, including before and after school, at lunch times and at break times
32	Lead out of school learning activities
33	Accompany teaching staff and pupils on visits and out of school activities as required and takes responsibility for a group under the supervision of the teacher.

34	Participate in discussions with parents/carers under the general direction of a teacher.
35	The Health and Safety at Work etc. Act 1974 and associated legislation places responsibilities for health and safety on Schools, as your employer and you as an employee. In addition to the Schools overall duties, the post holder has personal responsibility for their own health and safety and that of other employees; additional and more specific responsibilities are identified in the Schools Health and Safety policy.
36	Promote good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage to take responsibility to take for their own behaviour.
37	Participate in discussions with parents and carers under the general direction of a teacher.
GENERAL: The above principal accountabilities are not exhaustive and may vary without changing the character of the job or level of responsibility. The post-holder must be flexible to ensure the operational needs of the academy are met. This includes the undertaking of duties of a similar nature and responsibility as and when required, throughout the various work places in the academy and before and after the school day.	

DIMENSIONS:	
1. Responsibility for Staff:	None.
2. Responsibility for Stakeholders/Clients:	Under the overall direction of teachers/ senior leaders responsibility for pupils identified for academic coaching, both on a 1:1 basis and small group basis.
3. Responsibility for Budgets:	None.
4. Responsibility for Physical Resources:	Safe use, moving and storage of all equipment used in the course of the role.
WORKING RELATIONSHIPS:	
1. Within the school/ setting:	Responsible for pupils in their daily care, colleagues within the school, parents and governors. Responsible for pupils supported off-site, taking account of relevant risk assessments.
2. With Any Other Areas within Venn.	Educational support staff and educational support services Other schools and educational establishments
2. With External Bodies to Venn	Responsible for engaging in training Public Services Community Representatives Local Authority

ORGANISATION CHART:

Head

Deputy

Teachers

Behaviour and Personal Development Lead
Leading Child Care Officers

Learning Manager

Assistant Behaviour and Personal Development Leader Academic Coach Care Officers

Classroom Support

	Tick relevant level for each category						Supporting Information (if applicable)
	Not applicable	Low	Moderate	High	Very High	Intense	
PHYSICAL DEMANDS: Physical Effort and/or Strain – (tiredness, aches and pains over and above that normally incurred in a day to day office environment).		√					
WORKING CONDITIONS: Working Conditions – (exposure to objectionable, uncomfortable or noxious conditions over and above that normally incurred in a day to day office environment).		√					
EMOTIONAL DEMANDS: Exposure to objectionable situations over and above that normally incurred in a day to day office environment.			√				Occasional rudeness and confrontational behaviour from pupils and very rarely, parents. Need to take not of relevant risk assessments.

PERSON SPECIFICATION		Tick relevant column		List code/s*
The information listed as essential (the column that is shaded) is used as part of the job evaluation process. The requirements identified as desirable are used for recruitment purposes only. <i>*Codes: AF= Application Form, I = Interview, EOI = Expression of Interest Form, CQ = Certificate of Qualification, R = References (should only be used for posts requiring DBS's), T = Test/Assessment, P = Presentation</i>		Essential	Desirable	How identified
1.	Qualifications:			
1.1	GCSE English and maths Grade A-C (or equivalent – eg Certificate in Adult Literacy / Numeracy Level 2)	√		AF/EOI
1.2	NVQ Level 2 Teaching Assistant Qualification		√	AF/EOI
1.3	Safeguarding Level 1		√	AF/EOI
1.4	First Aid / Paediatric First Aid (willingness to be trained is essential)		√	AF/EOI
1.5	Bespoke training relevant to role, e.g. Speech and Language, Team Teach, Mental Health First Aid (willingness to be trained and keep training up to date is essential)		√	AF/EOI
2.	Relevant Experience:			
2.1	Experience of working with children with challenging behaviour and special needs.	√		AF/EOI
2.2	Assisting teachers in accurately assessing the performance of pupils and providing appropriate feedback to the teacher		√	R/I
2.3	Experience of assisting in the maintenance of pupils' records		√	R/I
2.4	Involvement in teaching of phonics in whole class and small group activities		√	AF/EOI
2.5	Effective use of ICT to support teaching and learning	√		R/I
2.6	Led out of school learning / activities		√	AF/EO
2.7	Delivered intervention with positive measurable impact	√		R/I
2.8	Successful experience of using behaviour management			
3.	Skills (including thinking challenge/mental demands):			
3.1	Ability to be flexible to adapt to changing workload demands and new school challenges	√		R/I
3.2	Motivation to work with children and young people.	√		R/I
3.3	Competent ICT skills	√		R/I
3.4	Ability to form and maintain appropriate relationships and personal boundaries with children and young people.	√		R/I
4.	Knowledge:			
4.1	A knowledge and commitment to safeguarding and promoting the welfare of children and young people	√		R/I
4.2	Understanding of National Curriculum, EYFS Guidance and other codes of practice eg SEN, Equalities	√		R/I
4.3	Sound knowledge of phonics and guided reading within school in order to raise attainment in reading		√	R/I

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4.4	Working knowledge of ICT including use of Ipads, Microsoft Office and email	√		R/I
4.5	Knowledge of Health and Safety requirements	√		I
5.	Interpersonal/Communication Skills:			
	Verbal Skills			
5.1	Ability to interact well using courtesy, tact and diplomacy and negotiation skills	√		R/I
5.2	Ability to establish professional, effective working relationships with a range of partners/colleagues and children and young people.	√		R/I
5.3	Speaks clearly and accurately using grammatically correct spoken English	√		R/I
5.4	Ability to work constructively and proactively as part of a team, understands classroom roles and working within this position as part of a team	√		R/I
5.5	Effective communication skills to model good practice for pupils and stakeholders	√		R/I
	Written Skills			
5.6	Highly competent written skills, including spelling and grammar , including use of ICT	√		AF/EOI
The requirements listed below are not considered during the job evaluation process, but are essential requirements for the role that will be assessed during the recruitment process.				
6	Additional Requirements:			
6.1	Maintains high levels of confidentiality at all times	√		R/I
6.2	Makes a commitment to the wider life of the school	√		R/I
6.3	Ability to present a smart professional image in line with the Dress Code of the School	√		R/I
6.4	Engage in additional training and development including being proactive in identifying own development needs	√		AF/EOI
6.5	Self-motivation and personal drive to complete tasks to the required time scales and quality standards	√		AF/EOI
6.6	Strives for excellence and ways to improve their own performance and the performance of the school	√		AF/EOI
	Disclosure of Criminal Record:			
	The successful candidate's appointment will be subject to the academy obtaining a satisfactory Enhanced and Barring List Disclosure from the Disclosure and Barring Service (if ticked as an essential requirement).	√		DBS Disclosure

PERSON SPECIFICATION		Tick relevant column		List code/s*
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	If the post-holder requires a DBS disclosure the candidate is required to declare full details of everything on their criminal record.	√		AF/EOI (After short listing)
	If the post-holder does not require a DBS disclosure the candidate is required to declare unspent convictions only.		N/A	AF/EOI (After short listing)