



JOB DESCRIPTION

Job Title:	Learning Practitioner (ARB)
Salary:	TPAT Point 9
Responsible to:	Headteacher, SLT, Teaching Staff & SENDCO
Direct Supervisory Responsibility for:	Teaching Assistants
Important Functional Relationships: Internal/External:	TPAT, Local Monitoring Committee, Teachers, Support Staff, Pupils, Students, Parents/Carers, External Professional Bodies & Visitors

Main Purpose of the Job:

To support the professional work of teachers in delivering programmes of work within the ARB setting and taking responsibility for agreed learning activities under an agreed system of supervision.

Under the guidance of the ARB Lead Teacher, the planning and preparation to deliver challenging lessons, which meet the needs of the students. The assessing, recording and reporting of the development, progress and attainment of the students within your area of responsibility.

Create a nurturing, structured and inclusive learning environment tailored to pupils' needs.

This job description is not intended to be a complete list of duties and responsibilities, but indicates the major requirements of the post. It may be amended at a future time, to take account of the developing needs of the service. The post holder will undertake any other duties at the request of the Headteacher, appropriate to the grade of this post.

Main Duties and Responsibilities:

Main Responsibilities

- Under the guidance of the ARB Lead Teacher, plan and deliver engaging, personalised teaching that supports academic, social, emotional and communication development
- Have a clear understanding of the needs of all learners in the class group and be able to use different strategies to engage and support them
- Create a nurturing, structured and inclusive learning environment tailored to pupils' needs
- Deploy a team of Teaching Assistants and work collaboratively with therapists and external agencies
- Support the feedback, marking and assessing of work under the guidance of the ARB Lead
- Build strong, supportive relationships with parents and carers and keep parents informed about their child's progress on a daily basis through completion of the home school diary
- Use the school's systems for recording and reporting (CPOMS and Arbor) in relation to individual students
- Support pupils' inclusion in mainstream lessons and wider school life
- Contribute to whole-school SEND practice and professional development
- Have high expectations of our students including a commitment to ensuring that they can achieve their full potential and to establish fair, respectful, trusting, supportive and constructive relationships with them

- Use an appropriate range of strategies and resources, which meet student needs and take practical account of diversity and promote equality and inclusion
- Make effective use of an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives and monitoring students' progress and levels of attainment
- Establish a purposeful and safe environment and manage the students' behaviour constructively by establishing and maintaining a clear and positive framework
- Promote students' self-control, independence and cooperation and preparation for adulthood through developing their social, emotional and behavioural skills

Support for Pupils

- To work under the instruction / guidance of line manager as well as the SEN leadership team to undertake work, care and support programmes to enable access to learning for students. Work may be carried out in the classroom or outside the main teaching area
- Supervise and provide particular support for students, ensuring their safety and access to learning activities
- Assist with the development and implementation of SEN Learning Plans & EHCPs including social, health, physical, hygiene, first aid and welfare matters
- To be aware of students' individual SEN learning plans and EHCP outcomes, risk assessments and management plans and to contribute to their development and carry them out appropriately
- Establish constructive relationships with students, acting as a role model and being aware of and responding / interacting appropriately to individual needs
- Promote inclusion and acceptance of all pupils
- Encourage pupils to interact with others and engage in activities
- Set appropriate expectations dependent on each student and promote self-awareness and independence
- Provide feedback to pupils in relation to progress and achievement under the guidance of the ARB Lead and ARB Teachers and relevant to the targeted learning or behaviour progress desired

Support for ARB Team

- Create and maintain a purposeful, orderly and supportive environment, in accordance with lesson plans and assist with the display of students' work
- Use strategies, in liaison with the ARB teachers, to support pupils to achieve learning goals
- Be aware of pupil problems/progress/achievements and report to the ARB Lead and ARB Teachers as agreed
- Monitor pupils' responses to learning activities and accurately record achievement/progress as directed. Provide regular feedback to teachers on pupils' achievement, progress, problems etc. Mark, assess and review pupil's work and progress as directed
- Prepare information and data for reports on pupils
- Undertake pupil record keeping and information gathering as requested
- Promote good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour
- Establish constructive relationships with parents/carers. Gather/report information from/to parents/carers as directed
- To meet with ARB teachers and ARB Lead teacher on a regular basis to review the provision of teaching support, discuss any updates in the curriculum/teaching activities and to consider the progress of individual pupils (including identification of any special support)

Support for the Curriculum

- Undertake structured and agreed learning activities/teaching programmes, adjusting activities according to pupil responses in the moment
- Be aware of the content of teaching plans prepared by the ARB Lead in order to support learning within the class. To contribute to the general planning process
- Undertake programmes linked to local and national learning strategies as directed by the ARB Lead (eg literacy, numeracy) and make effective use of opportunities provided by other learning activities to support the development of relevant skills. Under direction from the ARB Lead carry out interventions

related to external professionals (eg SALT, OT, CAMHS), recording achievement and progress and feeding back to the teacher

- Support the use of ICT in learning activities and develop pupils' competence and independence in its use
- Prepare, maintain and use equipment/resources required to meet the lesson plans/relevant learning activity and assist pupils in their use. Within an activity, adapt the resources, activity or environment to meet the needs of a pupil or group of pupils in that moment
- To demonstrate understanding of a variety of teaching and learning strategies
- To participate in meetings at the school which relate to the curriculum, behaviour, and the organisation and administration of the school

Support for the School

- Be aware of, support and comply with all school policies, guidance and procedures: having special regard 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 pupils 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 and participate in relevant meetings as required
- Participate in training and other learning activities and performance development as required
- Assist with the supervision of pupils out of lesson times and at lunchtimes
- Accompany pupils on visits, trips and out of school activities as required and take responsibility for a group or individual pupils under the supervision of the ARB Lead and ARB Teachers

General / Other

This job description is not exhaustive and does not form part of your contract of employment. It has been prepared only for the purpose of the Trust's organisation and may change either as your contract changes or as the organisation of the Trust is changed. Nothing will be changed without consultation. This document will be reviewed annually as part of the appraisal process or as appropriate.

The Trust is committed to safeguarding and promoting the welfare of children, and to ensuring a culture of valuing diversity and ensuring equality of opportunities.

- The above principal accountabilities are not exhaustive and may vary without changing the character of the job or level of responsibility;
- The Health and Safety at Work Act 1974 and other associated legislation places responsibilities for Health and Safety on all employees. Therefore it is the post holder's responsibility to take reasonable care for Health, Safety and Welfare of yourself and other employees in accordance with legislation;
- The above duties may involve having access to information of a confidential nature which may be covered by General Data Protection Regulations (GDPR). Confidentiality must be maintained at all times;
- To ensure that pupils needs are prioritised and to have a clear sight of how this role impacts on the School's and the Trust's pupils at all times;
- To act as a Trust team member and provide support and cover for other staff where needs arise inclusive of occasional work at other sites within a reasonable travel distance;
- To be aware of and adhere to all School and Trust policies and procedures;
- To undertake mandatory training as required by the School / Trust;
- To be responsible for your own continuing self-development and attend meetings as appropriate;
- To undertake other duties appropriate to the post as required.

PERSON SPECIFICATION – Learning Practitioner (ARB)

Person Specification	Essential	Desirable	Recruiting Method
Education and Training	<p>GCSEs or equivalent to include Maths & English at Grade C or above</p> <p>High levels of literacy and numeracy</p> <p>Qualified to Level 2 or equivalent in areas such as certificate in special educational needs and disability; understanding specific learning difficulties; understanding children’s mental health, health and social care etc fitting to the role or willingness to work towards</p> <p>Good ICT skills</p> <p>Team Teach qualifications or similar (or the willingness to work towards)</p>	<p>Qualified to Level 3 or equivalent in areas such as certificate in special educational needs and disability; understanding specific learning difficulties; understanding children’s mental health, health and social care etc fitting to the role or willingness to work towards</p> <p>TIS / Thrive qualification or equivalent</p> <p>European Computer Driving Licence (ECDL) qualification or equivalent</p> <p>First Aid Trained</p> <p>Safeguarding Trained</p> <p>Asdan Trained</p> <p>Level 2 Forest Programme Certificate</p> <p>Food Hygiene Certificate</p>	<p>Application</p> <p>Certificates</p>
Skills and Experience	<p>At least two year’s related experience within a school</p> <p>Substantial experience of working with young adults</p> <p>To be clear, confident & fair with good behaviour management skills</p> <p>Ability to motivate & inspire pupils</p> <p>Good organisational skills</p> <p>Good communication & listening skills</p> <p>Able to prioritise between different demands</p> <p>Able to work to deadlines</p> <p>Self-motivated, and experience of working in a team</p>	<p>Experience of working with SEND children in a school or similar environment</p> <p>Relevant experience in providing specialist support</p> <p>An understanding of Health & Safety requirements & welfare issues of working with children</p> <p>Knowledge & practical understanding of child development & pedagogy</p>	<p>Application</p> <p>Interview</p> <p>Assessment</p> <p>References</p>

Specialist Knowledge and Skills	<p>Working knowledge and practical skills of implementing relevant individual and group learning programmes</p> <p>Skills & knowledge to deal with young adults safety & behaviour</p> <p>Setting high standards to staff & young adults by personal example</p> <p>Ability to work effectively under pressure</p> <p>Ability to comprehend information quickly & prepare detailed reports & write ups</p> <p>Ability to focus on standards & the belief that all students can succeed given the right opportunity & support</p> <p>A willingness to relate to the local community</p> <p>Good presentational skills & the ability to communicate effectively to a range of audiences both verbally & in writing</p> <p>Demonstrates an awareness, understanding and commitment to the protection and safeguarding of children and young people</p> <p>Demonstrates an awareness, understanding and commitment to equal opportunities</p>	<p>Knowledge of a range of issues relevant to special educational needs and child development</p> <p>Knowledge, understanding & practical experience of forest schools</p> <p>Knowledge of statutory frameworks relating to teaching and delivering learning programmes</p>	<p>Application Interview Assessment</p>
Behaviours and Values	<p>Genuine concern for others</p> <p>Decisive, determined & confident</p> <p>Integrity, trustworthy, honest & open</p> <p>Accessible & approachable</p> <p>Excellent attendance and punctuality</p> <p>Excellent interpersonal skills</p> <p>Able to sustain moderate levels of physical effort</p>	<p>Willingness to work out of doors, or uneven surfaces & in unpredictable weather conditions</p>	<p>Application Interview Assessment</p>

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