

St James School

Key Stage Support Worker

We are looking to appoint a terrific support member of staff to join our team as a Key Stage Support Worker. It is an exciting role and a great opportunity for anyone who loves working with students and their families to improve attendance, engagement and success.

At St James, we have an **ambitious curriculum, disruption-free classrooms** and **great learning**. From the moment they join us, we ask our students to **work hard** and **be kind**. These two behaviours epitomise what we think is important for both students and staff.

Our school **empowers our students** to use their education to **become their best selves**, to **thrive in fulfilling careers** and to **lead great lives**. We do this by enacting our four foundational pillars:

1. Having uncompromising high standards
2. Being outward facing
3. Keeping arts at the heart of the school
4. Being kind

Our **uncompromising high standards** mean that we have a very academic curriculum, with more than 70% of our students completing the English Baccalaureate, and many of our students being invited to join elite post-16 programs, such as the Exeter Maths School and the Reach Academy.

It also means that our children behave beautifully. We have clear lesson expectations, supported by centralised systems so that teachers can get on and teach and students can get on and learn. We are uncompromising in ensuring our expectations are met because we believe that if we let our students off, we let them down. These high standards have helped us to become a Lead School for the DfE's Behaviour Hubs program, meaning that we support schools regionally to improve their behaviour.

One of the reasons we work with the DfE is because we believe in being **outward facing** to help raise standards locally and nationally. That means we engage in educational research, and listen to its findings, even when it challenges our thinking, in fact, especially when it challenges our thinking. You won't find silly marking and data entry practices at St James – we focus on the things that really improve progress and reduce workload, such as incremental coaching for teachers and common resources.

We also ensure that our students are outward facing and enjoy a full range of experiences and opportunities whilst they are at St James. They understand and celebrate difference and diversity and proactively contribute to our community. They raise money for charities, learn a language until at least the end of year 9, and they volunteer locally because they know that to feel part of your community, you've got to first be part of your community.

The community feel of St James is supported by our curriculum, which keeps **the arts at the heart of our school**. Our academic curriculum teaches a knowledge of the world which is vital, but the arts engender a knowledge of the self, which children need in order to fully explore the world. At St James, we ask children not just *what* they want to be when they grow up but *who* they want to be and we believe that keeping the arts as the beating heart of our school helps our children to answer that question.

And we are clear about one thing that all of our children and staff must be – and that is kind. **Kindness** is the most important pillar at St James. We want to help our children grow into kind teenagers and then kind adults, so we teach them to do the right thing, because it is the right thing, because that benefits them and their community – and because it feels good to just be a good human being.

So, if you like to work hard and be kind, and you like students who do the same, St James School is the place for you and we would welcome your application.

The successful candidate will:

- work hard;
- be kind;
- be outward facing;
- be a terrific communicator with a track record of forming and maintaining great relationships;
- be a passionate and innovative advocate for our students and our school;
- be able to set clear boundaries and expectations that they support students to meet;
- be totally committed to improving the life chances of young people; and
- be a good human being.

Does this sound like you? If so, then we would welcome your application. If you have any questions, please email to headteacher@stjamesexeter.co.uk.

Job Description

Key Stage Support Worker (Grade D)

Line Manager: Assistant Headteacher –Behaviour.

Key responsibilities

1. Work across our teams in supporting our students' wellbeing and success
 2. Monitor and intervene to improve attendance
 3. Monitor and intervene to improve behaviour
 4. Monitor and intervene to improve well-being and safeguarding
 5. Engage all stakeholders in the holistic support of your students
 6. Fulfil wider responsibilities
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- 1. Work across our teams in supporting our students' wellbeing and success**
 - a. Work with the heads of year in your key stage to identify and address issues arising (such as parental contact)
 - b. Work with student services to ensure students have the correct uniform
 - c. Work with the pastoral support team to support students who are dysregulated or who need a reasonable adjustment/intervention
 - d. Support students in our re-engagement hub for a timetabled slot each day

 - 2. Monitor and intervene to improve attendance**
 - a. Meet with the attendance officer to monitor student attendance
 - b. Meet with students and families to help identify and plan to overcome barriers to attendance
 - c. Complete home visits to support attendance
 - d. Complete a morning minibus collection of students who need this level of support
 - e. Identify students who are truanting or who are at risk of truanting and support them to be in their lessons
 - f. Engage with parents and form relationships that support high attendance
 - g. Make attendance phone calls to pre-empt any absence and to follow up on absences

 - 3. Monitor and intervene to improve behaviour**
 - a. Lead on positive report cards
 - b. Carry out investigations
 - c. Support with reviews of Reset following two behaviour points
 - d. Monitor key stage behaviour trends and support with interventions
 - e. Monitor individual student behaviour to intervene with appropriate support
 - f. Work with the pastoral support team, tutors and heads of year to apply rewards and sanctions consistently and appropriately
 - g. Engage with parents and form relationships that support great behaviour

4. Monitor and intervene to improve well-being and safeguarding

- e. Lead restorative justice meetings between students
- f. Regularly mentor students
- a. Log all wellbeing and safeguarding concerns on CPOMS
- b. Monitor individual student well-being and refer them to appropriate internal support
- c. Work with wider pastoral team to ensure that students are known, cared for and understood.
- d. Engage with parents and form relationships that support safeguarding and ensure trust

5. Engage all stakeholders in the holistic support of your students

- a. Support all families to attend parent's evenings
- b. Meet parents of students who need additional support for attendance, behaviour or well-being.
- c. Maintain good communication (emails, calls, meetings) with all parents.
- d. Communicate clear messages to teachers of students with support plans.

6. Wider responsibilities

- a. Complete daily duties in the school premises
- b. Cover for unplanned Refocus/Reset absence
- c. Ensure you have a working knowledge of IT systems to support student monitoring.
- d. Work closely with all members of staff community to support your students.
- e. Proactively safeguard all children and adults.
- a. Collaborate and network with other trust teachers to raise standards at St James and across the Trust.

Person Specification

Key Stage Support Worker

Essential	Desirable	Assessment
<p>Qualifications and training</p> <ul style="list-style-type: none"> • GCSE English and maths at grade C/4 or above • Evidence of further professional development or courses 	<ul style="list-style-type: none"> • Level 3 study • Degree at 2:1 or above • Qualified Teacher Status 	A
<p>Knowledge and Experience</p> <ul style="list-style-type: none"> • Experience working with young people • Experience liaising with parents, families or customers • Knowledge of common drivers for poor behaviour and attendance • Understanding of the statutory responsibilities for safeguarding children (Keeping Children Safe in Education) • Experience of being a great team player 	<ul style="list-style-type: none"> • Experience working in a school • Previous teaching or pastoral experience • Experience working in a trust 	A, R, I
<p>Personal Skills and Qualities</p> <ul style="list-style-type: none"> • Be good human being • Work hard • Be kind • Live the ethos of our four pillars • Have enthusiasm, drive and love for the job • Have a commitment to education as a tool for improving the life chances of children • Have high level of emotional intelligence and self-awareness • Be a passionate and innovative advocate for our students and our school • Be a significant presence 	<ul style="list-style-type: none"> • Have a good sense of humour 	A, R, I

<ul style="list-style-type: none">• Have excellent communication skills, both in writing and in person• Have an ability to form and maintain positive and sustainable relationships• Be a good motivator• Have an ability to prioritise• Be able to think and plan strategically• Have high level of organisational skills• Be committed to the ethos and values of the school and the trust		
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Assessment:

A = Application

R = Reference

I = Interview programme