

 **JOB DESCRIPTION**

|  |  |
| --- | --- |
| **Job title:** | Curriculum Support Assistant (Outdoor and Physical Education) |
| **Post number:** | J105 |
| **Grade:** | NJC 6 (points 16 – 20) |
| **Contract** | Permanent |
| **Hours:** | 33 hours per week, term-time plus 5 INSET days and an additional 5 days to be worked in the school holidays |
| **Responsible to:** | Teacher of Outdoor and Physical EducationDeputy Head  |
| **Job purpose:** | To assist the Teacher of Outdoor and Physical Education in enabling students to access the offsite curriculum and improve attendance, behaviour and progress, and to supervise whole classes during the short term absence of a teacher for illness, training and case meetings.To promote the core values of The Limes College of Belong, Relationships, Move On and Achieve. |
| **Key internal contacts:** | Deputy HeadTeacher of Outdoor and Physical Education Site SupervisorTutor TeamStudentsTeachersOutreach Workers |
| **Key external contacts:** | Parents/CarersOutside Providers (local outdoor centres and sports facilities) |
| **Special consideration:** | Hold a clear Enhanced DBS checkHold a current and clean driving licence with the ability to drive the minibus and be willing to undertake MIDAS testAdditional hours will be paid for residentials, where appropriate. |

|  |
| --- |
| **Specific duties:**Pastoral and support for individual students and their families1. Support students in all aspects of on and off-site sporting activity;
2. Participate and support students in overnight residentials;
3. Support students with behaviour for learning, following The Limes’ Behaviour Policy;
4. Be a tutor for individual students as part of a tutor group to achieve the best possible attendance and behaviour;
5. Contribute to students’ reports;
6. Communicate with parents/carers on a weekly basis regarding students’ attendance, punctuality, behaviour and academic progress and record information on SIMS;
7. Develop an understanding of the special educational needs of the students and ensure they have appropriate access to the lessons and relevant resources;
8. To have an effective working relationship with key external providers;
9. Maintain appropriately detailed, accurate and up to date records, both written and electronic, for all work carried out;
10. Support students with coursework and homework;
11. Undertake Individual Action Plans (IAPs) with students in order to review progress and levels, and set targets;
12. Supervise students throughout the day ensuring attendance and punctuality at all lessons;
13. Support students in examinations as an invigilator or those in need of access arrangements, as scribe, reader or prompt;
14. Escort students to, and support students with, off-site provision;
15. Undertake re-entry interviews with excluded students, to support staff and parents/carers.

Support for teachers1. Meet regularly with the Teacher of Outdoor and Physical Education and Deputy Head to plan and attend Departmental meetings;
2. Assist in the preparation of lesson materials and planned activities, including one-to-one sessions with disruptive students;
3. Ensure that classrooms are tidy and equipment/resources are packed away at the end of

the lesson;1. Ensure wall displays are current, tidy and updated termly;
2. Undertake administrative duties including ordering resources and maintaining stock records.

Communication1. Attend such meetings as deemed appropriate by the Deputy Head;
2. Participate in regular supervision and appraisal as required by line manager;
3. Identify own learning needs and to attend training in order to develop professional knowledge and skills as directed by line manager through supervision;
4. Attend Trust/academy events and contribute to daily briefings, team meetings and training;
5. Liaise and network with other professionals, parents and carers both informally and formally.

Trust1. To be willing and able to work out of hours as agreed with Line Managers;
2. Undertake lunch duties, as published on rota;
3. Promote the Trust’s core themes of working with vulnerable young people and helping them to flourish;
4. Promote the safeguarding and welfare of children and young people; Complying with the Trust’s policies and procedures (e.g. equal opportunities and health and safety);
5. Ensure high standards of behaviour and dress are maintained.

Additional dutiesYou may be required to carry out additional duties, as the Executive Principal may reasonably request, which are commensurate with the post. |

|  |
| --- |
| **Review:**This job description will be reviewed regularly and may be subject to amendment and modification, following consultation with the post-holder. It is not a comprehensive statement of procedures and tasks; however, it sets out the main expectations of the College in relation to the post-holder’s professional responsibilities and duties.I confirm that I understand and agree the duties of this job description.Signature:Print name:Date:----------------------------------------------------------------------------------------------Manager’s signature:Print name:Date: |

**PERSON SPECIFICATION**

**Curriculum Support Assistant (Outdoor)**

|  |  |  |  |
| --- | --- | --- | --- |
| **No.** | **Education and/or Experience**  | **Priority****1 or 2** | **Method of Assessment** |
|  | Attainment of English, Maths and Science qualifications equivalent to GCSE grade A-C.Relevant Outdoor Education based qualifications and experience.Experience of working with secondary aged students with behavioural difficulties and learning needs on a one-to-one basis or in small groups.**Skills and Abilities**Be able to work calmly under pressure with the ability to adapt quickly and effectively to changing circumstances/situations.Have a creative approach to problem solving and use this to inspire and motivate students.Have excellent communication skills in order to build rapport with children, colleagues, parents and outside agencies both verbally and in writing.The ability to record and assess pupils’ progress and performance and write reports on student development.**Knowledge**Knowledge of and the ability to support the delivery of a broad and balanced curriculum programme in order to develop literacy and numeracy.Good understanding of child development with the ability to apply behaviour management policies and strategies which contribute to a purposeful learning environmentUnderstanding of Windows software for demonstrating in the classroom and for administration purposes. | 12 11111121 | AA, IA, IA, IA, II, TI, TA, IA, IA, I |
| 12. | **Special Considerations**Willing to undertake an Enhanced DBS checkHold a current and clean manual driving licence with the ability to drive the minibus and be willing to undertake MIDAS test. | 11 | AA, I |

|  |
| --- |
| **Criteria marked Priority 1 are ones which applicant must have to be appointed.** Priority 2 criteria are also essential, but may be learned or developed further after appointment. **Methods of assessment. A – Application Form. I – Interview. T – Test.** |