

THE SABDEN MULTI ACADEMY TRUST
JOB DESCRIPTION AND PERSONAL SPECIFICATION



SCHOOL:	Lansdowne Secure Children's Home
POSITION:	Emotional & Learning Support Worker (Thrive)
EMPLOYMENT TYPE:	Support
SCALE ALLOWANCE:	Single Status Grade 4 – SSP9-10
HOURS PER WEEK:	30 hours per week
WEEKS WORKED PER YEAR:	39 weeks worked per year
WEEKS PAID PER YEAR:	46 week paid per year
CONTRACT TYPE:	Permanent, part-time, with 3 week's contractual school summer holiday working (3 weeks holiday will be awarded during term time, with 1 week being the first week in July, the other two weeks can be booked, with a term's notice)
RESPONSIBLE TO:	Head of Education/HLTA/Class teacher

Main Purpose of the Job:

To work collaboratively within the school team, to motivate children and young people to engage in the education offer. Support children and young people with complex learning and emotional needs, across a range of subjects and daily activities. To contribute to the learning, personal and social needs of all Lansdowne students.

To liaise with the residential childcare workers and Thrive practitioners to plan and offer Thrive activities and 1:1 intervention.

The particular duties assigned to this post are set out below. These may be reviewed and amended in consultation with the post holder in the light of any changes in the requirements and priorities within the school.

You will be working with pupils who have, through their own behaviour, placed themselves at significant risk of harm; you should be able to demonstrate a strong commitment to understanding their needs and ensuring our pupils access learning enabling individuals to make good or better progress from their starting points.

Key Tasks:

- To establish supportive relationships with the resident children and young people
- To aid pupils to engage and learn, as effectively as possible, both in group situations and on their own.
- To encourage pupils to interact with staff and with each other in an appropriate and acceptable manner

- Support colleagues within school to offer nurturing and personal development focussed activities.
- Work with Thrive practitioners across the home to plan and facilitate pupil specific intervention activities
- Monitor the pupil's response to the learning activities and, where appropriate, modify or adapt the activities as agreed with the teacher to achieve the intended learning outcomes.
- Give feedback on achievements in order to reinforce and develop self-reliance and self-esteem, including marking work
- To support children and young people in developing social skills.
- Under the direction of the teacher, carry out and report on systematic observations of pupils to gather evidence of their knowledge, understanding and skills upon which the teacher makes judgements about their stage of development.
- When working with a group of pupils, understand and use group dynamics to promote group effectiveness and support group and individual performance
- To follow behaviour management strategies consistently and effectively in line with agreed policy.
- To help in the monitoring of pupil responses to learning activities through participation in the points system.
- To prepare work and activities in advance of the lesson (within employed hours) e.g. operating AVA equipment as required i.e. photocopier, laminator, making books, labels, signs and undertaking practical tasks to maintain a good standard of classroom appearance.
- To take part in training activities offered by the school and the county to further knowledge (within employed hours)
- To carry out the above duties in accordance with the Children's Services Equal Opportunities Policy.

The Sabden Multi Academy Trust
Person Specification for Emotional & Learning Support Worker (Thrive)

Essential Criteria

	Essential Criteria	Desirable Criteria	Method of Assessment/ Source of Information
Key Skills & Abilities	<p>Ability to use language and other communication skills that pupils can understand and relate to</p> <p>Able to converse at ease with Children, young people and adults providing advice in accurate spoken English</p> <p>Ability to establish positive relationships with pupils and empathise with their needs</p> <p>Ability to demonstrate active listening skills</p> <p>Ability to consistently and effectively implement agreed behaviour management strategies</p> <p>Ability to provide levels of individual attention, reassurance and help with learning tasks as appropriate to pupils' needs, encouraging the pupil to stay on task</p> <p>Ability to monitor the pupils' response to the learning activities and, where appropriate, modify or adapt the activities as agreed with the teacher to achieve the intended learning outcomes</p> <p>Ability to carry out and report on systematic observations of pupils' knowledge, understanding and skills</p> <p>Ability to assist in the recording of lessons and assessment as required by the teacher</p> <p>Ability to offer constructive</p>		Application/ Interview

	<p>feedback to pupils to reinforce self-esteem</p> <p>Ability to work effectively and supportively as a member of the school team</p> <p>Ability to work within and apply all school policies e.g. behaviour management, child protection, Health & Safety, Equal Opportunities etc</p>		
Education & Qualifications	<p>A good standard of education particularly in English and Mathematics</p> <p>Understanding of brain development, impacts of ACEs and childhood trauma on learning.</p>	<p>NVQ Level 2 for Teaching Assistants or equivalent</p> <p>THRIVE training/practitioner status</p>	Application/Interview
Knowledge	<p>Knowledge of the legal and organisational requirements for maintaining the health, safety and security of yourself and others in the learning environment</p> <p>Knowledge of SEN Code of Practice</p> <p>Knowledge of strategies to recognise and reward efforts and achievements towards self-reliance that are appropriate to the age and development stage of the pupils</p>	Where appropriate, to know and apply positive handling techniques	Application/Interview
Experience	<p>Experience of supporting children in a classroom environment</p> <p>Experience of using Information Technology to support pupils in the classroom</p>	<p>Experience of supporting children in a classroom environment, including:</p> <ul style="list-style-type: none"> • those with special educational needs • neurodiverse learners, • children who have experienced trauma • those with Speech, language and communication needs 	Application/Interview
Personal Attributes	A commitment to enabling pupils of all abilities to thrive academically		Application/Interview

	<p>Personal warmth, good rapport with pupils, colleagues and carers</p> <p>Understand the indicators of stress and within a SEMH environment and take responsibility for minimising the factors that may contribute to your personal stress</p> <p>High levels of personal and professional integrity</p> <p>Willingness to participate in further training and developmental opportunities offered by the school and county, to further knowledge</p> <p>Willingness to maintain confidentiality on all school matters</p>		
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