



	Provide support via coaching and mentoring and modelling an enthusiasm for improving personal performance.
	To liaise closely with appropriate staff in relation to pupils' progress, well-being (including safeguarding) and attitude to learning.
<b>Support for Teachers</b>	
	Creates and maintains a purposeful, orderly and supportive environment which fits with the ethos of the school.
	Develops displays within and outside the classroom.
	Assists with the planning and resourcing of learning activities.
	Assists in the monitoring and marking of pupils' responses to learning activities, makes use of the school's tracking data and completes accurate records.
	Provides detailed and regular feedback to teachers on pupils' attainment, progress, behaviour and attitudes to learning.
	Contributes to planning and evaluation of learning and assists in the recording of pupils' progress.
	Encourages pupils to develop as independent learners with a thirst for learning.
	Promotes good pupil behaviour, dealing promptly with conflict and incidents in line with School procedures and encourage pupils to take responsibility for their own behaviour.
<b>Support for the curriculum</b>	
	Implement agreed learning activities/teaching programmes, adjusting activities according to pupil responses/needs.
	Implement local and national learning strategies, eg literacy, numeracy and make effective use of opportunities provided by other learning activities to support the development of relevant skills.
	Support the use of ICT in learning activities and develop pupils' competence and independence in its use.
	Help pupils to access learning activities through specialist support.
	Determine the need for, prepare and maintain general and specialist equipment and resources.
<b>Support for the school</b>	
	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.
	Awareness of the diverse needs of pupils to ensure equal access to opportunities to learn and develop.
	Supports and challenges high levels of attendance and punctuality.
	Attends training events and / or planning meetings including the participation in performance development as required.
	Contributes to the overall ethos/work/aims of the school.
	Appreciates and supports the role of other professionals.
	Undertakes the supervision of pupils out of lesson times, including before and after school, at lunch times and at break times.
	Accompanies 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.
	Participates in discussions with parents/carers under the general direction of a teacher or Senior Leader.
	The Health and Safety at Work etc. Act 1974 and associated legislation places responsibilities for health and safety on the schools, as your employer and you as an employee of the school. In addition to the employers 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.

**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 school 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 School and before and after the school day.

**DIMENSIONS:**

**All sections should be completed – if there aren't any state 'none'**

**1. Responsibility for Staff:**

None.

**2. Responsibility for Stakeholders/Clients:**

Under the direction of the Teacher/Senior Leader, responsibility for an identified group of pupils.

**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:**

**All sections should be completed – if there aren't any state 'none'**

**1. Within Service Area/Section:**

Responsible for pupils in their daily care, colleagues within the school, parents and Governors.

**2. With Any Other Areas (where applicable)**

Educational support staff and educational support services.  
Other schools and educational establishments.

**3. With External Bodies to the School**

Responsible for engaging in training.  
Public Services.  
Community Representatives.  
Local Authority.

**ORGANISATION CHART:**

**Headteacher**

**Deputy Headteacher**

**Learning and Behaviour Support Mentor**

	Tick relevant level for each category					Supporting Information (if applicable)	
	Not applicable	Low	Moderate	High	Very High		Intense
<b>PHYSICAL DEMANDS:</b> Physical Effort and/or Strain – (tiredness, aches and pains over and above that normally incurred in a day to day office environment).				✓			The School is a day SEMH special school with a residential provision. Students display behaviours which may require physical intervention
<b>WORKING CONDITIONS:</b> Working Conditions – (exposure to objectionable, uncomfortable or noxious conditions over and above that normally incurred in a day to day office environment).			✓				Exposure to verbal aggression, physical aggression and persistent disruptive behaviour from students
<b>EMOTIONAL DEMANDS:</b> Exposure to objectionable situations over and above that normally incurred in a day to day office environment.				✓			The School is a day SEMH special school with a residential provision. Students display behaviours which can cause distress and anxiety for the staff dealing with it

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. *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		Essential	Desirable	How identified
1.	<b>Qualifications:</b>			
1.1	GCSE English and Maths Grade A-C (or equivalent – eg Certificate in Adult Literacy / Numeracy Level 2)	✓		AF/CQ
1.2	NVQ Level 3 Teaching Assistant Qualification or equivalent	✓		AF/CQ
1.3	Safeguarding Level 1	✓		AF/CQ
1.4	Bespoke training relevant to role, including First Aid, Team Teach		✓	AF/CQ
2.	<b>Relevant Experience:</b>			
2.1	Significant experience of working with children with complex social, emotional and mental health needs	✓		AF/R
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

<b>PERSON SPECIFICATION</b>		<b>Tick relevant column</b>		<b>List code/s*</b>
<b>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.</b> <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>		<b>Essential</b>	<b>Desirable</b>	<b>How identified</b>
2.4	Involvement in supporting the education of pupils who are identified as SEND and have identified action plans	√		AF/I
2.5	Effective use of ICT to support teaching and learning	√		R/I
2.7	Delivered intervention with positive measurable impact in relation to Literacy and numeracy development	√		R/I
3.	<b>Skills (including thinking challenge/mental demands):</b>			
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
3.7	Ability to work independently with groups of pupils or individuals	√		R/I
3.8	To be able to physically intervene if necessary and understand the importance of being able to keep a child safe	√		
4.	<b>Knowledge:</b>			
4.1	Understanding of child development and how children learn		√	R/I
4.2	A knowledge and commitment to safeguarding and promoting the welfare of children and young people	√		R/I
4.3	Understanding of National Curriculum and other codes of practice eg SEND, Equalities	√		R/I
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.	<b>Interpersonal/Communication Skills:</b>			
	<b>Verbal Skills</b>			
5.1	Relates well to children by recognising age / stage of development and individual needs	√		R/I
5.2	Ability to interact well using courtesy, tact and diplomacy and negotiation skills	√		R/I
5.3	Ability to establish professional, effective working relationships with a range of partners/colleagues and children and young people.	√		R/I
5.4	Speaks clearly and accurately using grammatically correct spoken English	√		R/I
5.5	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
5.6	Effective communication skills to model good practice for pupils and stakeholders	√		R/I
5.7	Ability to self-evaluate learning needs and to actively seek learning opportunities	√		R/I

<b>Written Skills</b>			
	Highly competent written skills, including spelling and grammar, including use of ICT	√	AF/R
	To be able to produce concise and accurate written reports	√	
	To be able to provide written evidence in accordance with the policies of Oakfield School	√	
<b>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.</b>			
<b>6</b>	<b>Additional Requirements:</b>		
6.1	Maintains high levels of confidentiality at all times	√	R/I
6.2	To hold a valid driving licence		√ AF
6.3	To be able to cope with 'emotionally challenging' situations and to act appropriately under pressure	√	R/I
6.4	Makes a commitment to the wider life of the school including 'going the extra mile'	√	R/I
6.5	Ability to present a smart professional image in line with the Code of Conduct of the school	√	R/I
6.6	Engage in additional training and development including being proactive in identifying own development needs	√	AF/I
6.7	Self-motivation and personal drive to complete tasks to the required time scales and quality standards	√	AF/I
6.8	Strives for excellence and ways to improve their own performance and the performance of the school	√	AF/R
<b>Disclosure of Criminal Record:</b>			
	The successful candidate's appointment will be subject to the School obtaining a satisfactory Enhanced and Barring List Disclosure from the Disclosure and Barring Service (if ticked as an essential requirement).	√	DBS Disclosure
	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)