



Job Description

Normal place of work: Ash Grove School, although you may be asked to contribute towards Trust wide projects.

Normal working hours:

The post is 32.5 hours per week term time plus 5 additional days to be worked during periods of school closure.

PURPOSE OF THE POST

This role will require the successful candidate to use their specialist skills and experience in developing inclusive practice to demonstrate impact across the provision. You will be expected to implement a range of interventions in collaboration with the school team to support pupils with barriers to learning, build confidence and provide feedback on progress. You will also be responsible for the Pastoral Care of students under your remit and will support staff and pupils' in ensuring stability and continuity for behavioural development and academic progress.

SUPPORT FOR THE TEACHER

- To compliment the work of teachers, with responsibility for teaching and learning activities which may include planning, preparation and delivering specialist support to individual pupils, groups and/or learning activities within an area of specialism.
- Identify pupils who would benefit from mentoring. Discuss and help decide how identified needs will be addressed and use strategies to support pupils to achieve learning goals.
- Monitor pupil responses to learning activities and accurately record pupil achievement/progress as directed.
- Assist the teacher to devise suitable learning/pastoral targets for the pupils and provide detailed and regular feedback to teachers/provision staff on identified pupil achievement, progress, areas of concern etc.
- Have the responsibility of maintaining records, contributing to the reviews of systems/records as necessary.
- Promote good pupil behaviour, dealing promptly with conflict and incidents and encouraging pupils to take responsibility for their own behaviour in line with established school policy.

- Create and maintain a purposeful, orderly and supportive environment, in accordance with lesson plans.
- Deliver whole class teaching cover when required.
- Provide clerical/administration support (e.g., photocopying, typing filing, collecting money etc.)

SUPPORT FOR THE PUPIL

- Listen to pupils and help them resolve a range of issues that are creating barriers to their learning.
- Support pupils who are underperforming in their subjects, either on a one-to-one basis outside the classroom or within lesson.
- Plan and deliver structured and agreed learning activities/learning programmes taking into consideration pupil learning styles. Adjust activities according to pupil responses/needs.
- Draw up agreed action plans for pupils, outlining the aims of the mentoring, and monitor their progress.
- Assess, supervise and support pupils using in-depth knowledge of the curriculum and learning needs.
- Engage pupils with activities, promoting independent learning where appropriate and utilising strategies.
- Establish good working relationships with pupils, acting as a role model and being aware of and responding appropriately to individual needs.
- Provide feedback to pupils and parents/carers about their progress and achievements in line with expectations and ensure that the schools commitment to a quality service for pupils and parents/carers is provided.

SUPPORT FOR THE CURRICULUM

- Plan, prepare and deliver academic and social activities for individual pupils and groups under the direction of a teacher, differentiating and adapting learning programmes to suit the needs of the pupil.
- Assess the needs of individual pupils and provide specialist support for pupils with learning, behavioural or communication difficulties, and/or support within a particular curriculum area.
- 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.
- Effectively co-ordinate and run an intervention timetable for a wide range of identified areas including academic and social interventions.

PASTORAL DUTIES

- Support pupils with emotional and behavioural difficulties, social skills and promote integration with peer groups.
- Organise, monitor and evaluate appropriate strategies for tracking student behaviour and rewards, target monitoring processes and mentoring.
- Administrate, implement and monitor the Behaviour Management and Rewards System in the school to ensure that effective learning can take place.
- Work with the Pastoral Team to ensure effective monitoring of student attendance and punctuality, ensuring that follow-up procedures are adhered to and that appropriate action is taken where necessary.
- Develop and maintain effective partnerships with parents, and wider professionals, to promote learning and provide information.
- Make home visits where required and establish rigorous tracking of key pastoral pupil groups, e.g., Pupil premium, Looked After Pupils, SEN, vulnerable groups.
- Effectively use CPOMS and support the anti-bullying work in school
- Promote inclusion and acceptance of all pupils and support the personal welfare of pupils with regard to spiritual, moral, social and cultural values and to promote the ethos of the school.
- Arrange and develop 1:1 mentoring arrangement with pupils and provide support for distressed pupils.
- Participate in the duty rota and social time supervision.
- Assist in providing relevant information as required by the Leadership Team
- Work effectively with the school team and promote teamwork and effective relationships which allow pupils to progress.

Please note that the job description provided is not an exhaustive list of all responsibilities and duties associated with this position.

SAFEGUARDING

This post is subject to an enhanced DBS check. We value variety and individual differences, and aim to create a culture, environment and practices at all levels which encompass acceptance, respect and inclusion.

All our employees are expected to demonstrate a commitment to our shared principles and the Oak Way.

Oak Learning Partnership is committed to safeguarding and protecting the welfare of children and vulnerable adults as its number one priority. This commitment to robust recruitment, selection and induction procedures extends to organisations and services linked to the Trust.

Mentor Person Specification

CRITERIA	Experience, Qualifications and Training: On their application form, candidates will demonstrate that they have the following training, qualifications and school experience:
ESSENTIAL	DESIRABLE
	<ul style="list-style-type: none"> GCSE English and Mathematics at Grade A*- C, or GCSE Level 9 – 4, or a Level 2 qualification in Literacy and Numeracy or CSE Grade 1 in English and Mathematics. Possess a relevant NQF/QCF Level 3 qualification. Training in/willingness to undertake further training in literacy/numeracy strategy. Training in/willingness to complete Team Teach Behaviour Management and Physical Intervention course, and other courses/training as required. Training in/willingness to undertake first aid training as appropriate. Significant experience of working in a school environment. Ability to deliver a range of learning activities and direct other staff and pupils appropriately or to be able to show through observation that you are able to do this. This can be experience in a primary, secondary or special school.
CRITERIA	Ability, Skills and Knowledge: In their statement of suitability and during the selection process, candidates will demonstrate that they have the following ability, skills and knowledge:
ESSENTIAL	DESIRABLE
<ul style="list-style-type: none"> Ability to work effectively within a team environment, understanding classroom roles and responsibilities. To be able to follow and deliver a lesson plan using your working knowledge of the National Curriculum and your Literacy, Numeracy and ICT skills. Ability to promote a positive ethos and role model positive attributes. Excellent personal numeracy and literacy skills. Ability to work with children at all levels regardless of specific individual need and identify learning styles as appropriate. Understanding of inclusive practice, especially within a school setting Ability to develop pupil understanding in a wide range of academic and social areas, through targeted interventions and classroom support, in order to show continued progress within the curriculum. Ability to prepare and use resources to support learning programmes and use a variety of equipment and programs. Ability to organise and manage learning activities in ways which keep children safe. Ability to build effective working relationships with all pupils and colleagues. Ability to establish constructive relationships with parents and carers. 	<ul style="list-style-type: none"> Ability to facilitate literacy and numeracy in intervention groups. Working knowledge of relevant policies/codes of practice/legislation