

## JOB DESCRIPTION

<b>Post Title:</b> Restart Champion	<b>Director/Service/Sector:</b> Children's Services		<b>Office Use</b>
<b>Band:</b> 4	<b>Workplace:</b> Haydon Bridge High School		JE ref: SG19 HRMS ref:
<b>Responsible to:</b> Behaviour Lead	<b>Date:</b> June 2025	<b>Manager Level:</b>	
<b>Job Purpose:</b> To work within the pastoral staff team and take a lead role in coordinating the provision for pupils with particular needs and barriers to learning; developing resources and interventions to enable them to access lessons			
<b>Resources</b> Staff	Not Applicable		
Finance	Not Applicable		
Physical	Shared responsibility for classroom equipment and materials.		
Clients	Relevant school pupils.		

## **Duties and key result areas:**

### **Support for Pupils**

1. Supervise and support pupils who are not following a normal timetable as directed by the Deputy Headteacher
2. Provide wellbeing support for pupils as directed.
3. Supervise the school's restart facility as directed by the Behaviour Lead when other staff are not timetabled to do so.
4. Maintain a calm working environment conducive to individual and group work and restorative support in all learning settings.
5. Set and maintain high expectations for all children.
6. Establish positive and productive relationships with pupils, acting as a role model and responding to the needs of each individual child.
7. Support pupils consistently whilst recognising and responding to their individual needs.
8. Provide intervention and support for pupils to enable them to access learning both in the classroom and on a 1-1 level.
9. Ensure that the content and delivery of the mentoring sessions is tailored to the needs of individual pupils.
10. Liaise with external agencies and parents when appropriate to coordinate support for pupils.
11. Develop positive and constructive relationships with parents and families and maintain communication.
12. Support pastoral and attendance staff with home visits when required.
13. Attend meetings with parents and external agencies.
14. Maintain clear and accurate records of all interventions for pupils.
15. Manage behaviour of pupils.
16. Support with after school detentions until 4.30pm when required.
17. Meet regularly with the pastoral team to discuss needs and support of pupils.
18. To have knowledge of wider agencies and organisations and additional support available.
19. Any other duties as directed by Assistant Headteacher and/or Head of School.

### **Support for the Teacher**

1. Monitor and evaluate pupils' responses to interventions and provide supporting data of impact.
2. Develop positive working relationships with teaching and support staff.
3. Communicate attendance in the behaviour unit with teaching staff.
4. Support teachers with restorative work with pupils to re-integrate them to lessons.
5. Where necessary and appropriate, provide in-lesson support for teaching staff the management of pupil behaviour for key pupils.
6. Assist in the development, implementation and monitoring of systems relating to pupil attendance and reintegration.
7. Provide administrative support to teachers in the preparation of reports on pupils with social, emotional and behavioural needs including: •
  - Dealing with correspondence
  - Analysis of attendance data
  - Compilation of data
  - Making telephone calls

### **Support for the School**

1. Comply with all school policies relating to:
  - Health and Safety
  - Equal Opportunities
  - Child Protection and Safeguarding
  - Confidentiality and data protection.
2. Work to promote the ethos and vision of the school.

3. Participate in training and development, and activities that contribute to the management of performance.

4. Assist with the management of pupils outside the classroom e.g. lunch times and outside the school e.g. school trips as directed by the class teacher and member of the school's management.

5. Attend and participate in regular meetings.

6. Assist in the development multi-agency contacts to support the learning and development of children.

7. To undertake other duties and responsibilities as required commensurate with the grade of the post.

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. You are therefore under a duty to use the school's procedures to report any concerns you may have regarding the safety or well-being of any child or young person.

The duties and responsibilities highlighted in this Job Description are indicative and may vary over time. Post holders are expected to undertake other duties and responsibilities relevant to the nature, level and extent of the post and the grade has been established on this basis.

#### **Work Arrangements**

Transport requirements:  
Working patterns:  
Working conditions:

Northumberland County Council  
**PERSON SPECIFICATION**

<b>Post Title:</b> Federation Senior Learning Support Assistant	<b>Director/Service/Sector:</b> Children's Services	<b>Ref:</b> SG19
<b>Essential</b>	<b>Desirable</b>	<b>Assess by</b>
<b>Knowledge and Qualifications</b>		
<p>Very good numeracy and literacy skills (Level 2);</p> <p>Participated in relevant training related to various national strategies e.g. literacy and numeracy</p>	<p>HSAW First Aid Certificate or equivalent;</p> <p>Related teaching or mentoring qualifications</p> <p>Knowledge of relevant policies including safeguarding, health and safety, data protection etc.</p> <p>Training and qualifications related to working with young people with social, emotional and behavioural needs</p> <p>NVQ 3 for teaching Assistants or equivalent qualifications (NNEB)</p>	<p>(a), (i)</p> <p>(t)</p>
<b>Experience</b>		
<p>Working with children of the relevant age</p> <p>Working with children with SEND/additional needs including behavioural difficulties.</p> <p>Basic clerical skills</p> <p>Working with children with additional needs</p>	<p>Supervising small groups of children</p> <p>Counselling skills</p> <p>Experience of working in the school environment.</p> <p>Experience of working with young people with difficult behaviour</p>	<p>(a), (i)</p>

Skills and competencies		
<p>Ability to relate well to young people and adults.</p> <p>Effective ICT skills and 3 years' experience of using ICT in a learning environment</p> <p>Ability to complete admin requirements to a high standard including the use of Microsoft Office</p> <p>Ability to use other types of learning technology:</p> <ul style="list-style-type: none"> <li>• Photocopying</li> <li>• Whiteboards</li> <li>• Specialist equipment in different departments</li> <li>• Video</li> </ul> <p>Understanding of codes of practice and recent relevant education issues;</p> <p>Good understanding of the principles of child development and the learning process</p> <p>Can work as a member of a team, understanding their role in the classroom and associated responsibilities.</p> <p>Outstanding interpersonal and communication skills. Strong organisational skills. Ability to work with a diverse range of individuals</p>		<p>(a), (r)</p> <p>(i)</p>
Physical, mental and emotional demands		
<p>Can demonstrate emotional resilience.</p> <p>Self-motivation.</p> <p>Ability to manage change and to adapt to unexpected demands and resilience to working in challenging environments</p> <p>Ability to assess priorities and manage competing deadlines</p>		

Other		
Willingness to participate in training and personal development.		
Positive attitude and high energy when approaching your work.		

Key to assessment methods; (a) application form, (i) interview, (r) references, (t) ability tests (q) personality questionnaire (g) assessed group work, (p) presentation, (o) others e.g. case studies/visits