

Student support worker JOB DESCRIPTION



Role Purpose:

To work with staff to strategically support individual and small groups of students to realise their full potential and secure good outcomes. To support teaching and learning, providing specialist support to pupils and staff in our behaviour support base. Work may be carried out in the classroom or outside the main teaching area.

Key Accountabilities:

Reporting to the Assistant Head for Behaviour, this post holder will be accountable for

Support for pupils

- Implement planned learning activities/teacher programmes as agreed with the teacher, adjusting activities according to pupils' responses as appropriate
- To work with Heads of Department and Senior Staff in order to ensure targeted groups of students are aware of their aspirations, identify what key pieces of work are missing from their portfolios, knowledge and understanding which results in them performing below their target minimum levels/grade. Identifying which skills and competencies need to be demonstrated in order for them to maximise their outcomes and reach their target
- Supervise and provide particular support for pupils, including those with special needs, ensuring their safety and access to learning activities
- Support pupils in social and emotional well-being,
- Help students who are underperforming on a one-to-one basis outside the classroom looking at why they are under performing and what can be done to help their situation.
- Help students resolve a range of issues which are creating barriers to learning by devoting time to those students and developing effective relationships to help provide them with strategies to overcome those barrier
- Maintain regular contact with parents/carers of students receiving support and to encourage positive family involvement in the students' learning
- Establish constructive relationships with pupils and interact with them according to individual needs
- Understand and support independent learning and inclusion for all pupils
- Support pupils during social times where appropriate, being mindful of their health and safety in relation to individual needs
- Provide feedback to pupils in relation to progress and achievement under guidance of the teacher

Support for the teacher

- Create and maintain a purposeful, orderly and supportive environment, in accordance with lesson plans and assist with the display of pupils' work
- Use strategies, under the supervision and guidance of the teacher, to support pupils to achieve learning goals
- Monitor pupil response to learning activities and accurately record achievement and progress as directed
- Promote good pupil behaviour, dealing promptly with conflict and incidents in line with established academy policy and encourage pupils to take responsibility to their own behaviour
- Share information about pupils with other staff, parents/carers, internal and external agencies as appropriate

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- Administer routine tests, invigilate exams and undertake routine marking of pupils' work

Support for the curriculum

- Support learning by arranging/providing resources for lessons/activities under the direction of key staff
- Undertake programmes linked to local and national learning strategies e.g., literacy, numeracy, recording achievement and progress and feeding back to the teacher
- Support the use of ICT in learning activities and develop pupils' competence and independence in its use

Culture

- Responsible for the Health and Safety, security and welfare of self and colleagues in accordance with E-ACT's policies and procedures, reporting all concerns to an appropriate person.
- Responsible for working in accordance with E-ACT's policy relating to the promotion of Equality, Diversity and Inclusivity

Undertake any other duties appropriate to the grade of the post as requested by your Line Manager

E-ACT is committed to safeguarding and promoting the welfare of its students and expects all employees and volunteers to share in this commitment.

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PERSON SPECIFICATION

Whether you're a 3 year old in nursery learning to explore the world around you, an 18 year old preparing to go to university, a new teacher understanding the demands of the job, a Head Teacher leading the learning in your academy, a member of the regional team ensuring efficient and effective operations or a trustee scrutinising and challenging the CEO, we want every single person within E-ACT to be driven by three core values:

- We want everyone to **think big** for yourselves and for the world around you;
- We want everyone to **do the right thing** in everything you do, even when this means doing something that's hard, not popular or takes a lot of time;
- We want everyone to show strong **team spirit**, always supporting and driving your team forward

We really believe that if we all do the right thing, support our teams and we all think big, believe big, act big, then the results will be big too!

This means that if you want to be part of E-ACT, you need to be able to embrace and embody these values in all that you do.

OUR VALUES

Thinking Big	• Show energy, enthusiasm and passion for what you do • Demand the highest quality in all that you do, and in the work of your team • Willing to champion new ideas and think beyond the status quo • Show an ability to think creatively and 'outside of the box' in your area of expertise, continually seeking improvements in what you do to make the organisation better • Be open to new ideas and change where it will have a positive impact on the organisation • Show a willingness to embrace different ideas and ways of thinking to improve E-ACT • Ability to 'look outside' – to continually learn about innovations in your field, new ways of doing things, and bring that learning into your work • Commitment to self-development, and developing your wider Team
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	• Ability to self-reflect on yourself, your performance, and to think about how this could be improved further • Ability to encourage ideas from others in order to improve the organisation and build your team's confidence
Doing the Right Thing	• Have integrity and honesty in all that you do • Make decisions that are based on doing the right thing, even when this means that they're unpopular or will lead to more work • Take responsibility and ownership for your area of work • Have difficult conversations or deliver difficult messages if that's what's required to do the right thing by our pupils • Be transparent and open • Be resilient and trustworthy • Stand firm and stay true to our mission
Showing Team Spirit	• Understand how you can have a greater impact as a team than you can as an individual • Understand how you are part of your immediate team but also a much wider organisational team, in working towards our mission • Recognise that everyone is important within E-ACT, and show an ability to build strong working relationships at every level • Recognise and celebrate the success and achievements, no matter how small, of your colleagues • Be generous with sharing your knowledge to help to develop others • Understand and be willing to receive suggestions and input on your area of work from others • Support your colleagues, even when this means staying a little later, or re-prioritising some of your work • Be aware of other peoples' needs and show an ability to offer genuine support • Show an awareness and respect for peoples' differences, and recognise how different characteristics and personal strengths build dynamic and great teams

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KNOWLEDGE, EXPERIENCE & SKILLS

Requirement **Assessed at**
E – Essential **A – Application Stage**

D – Desirable **I – Interview Stage**

P – During the probationary period

		E	D	A	I	P
Organisational Fit	Thinking Big	X		X	X	X
	Doing the Right Thing	X		X	X	X
	Showing Team Spirit	X		X	X	X
Knowledge	GCSE Maths and English minimum grade 4 or equivalent	X		X	X	X
	TA2 qualification or equivalent or relevant experience	X		X	X	X
	Knowledge and understanding of how children learn and how to motivate them	X		X	X	X
	Knowledge of strategies for spelling, reading and number skills	X		X	X	X
	Knowledge of strategies to develop learning	X		X	X	X
	Knowledge of the issues related to working with children who reside in areas of high socio-economic deprivation		X	X	X	X
Experience	Relevant educational experience supporting a child/children in a school setting and the relevant age range	X		X	X	X
	Experience of working with children who have a wide variety of educational needs		X	X	X	X
	Experience of updating assessments and Individual Education Programmes		X	X	X	X
	Experience of liaising with the SENCO and outside agencies		X	X	X	X
Skills	Ability to work with an individual child or with a group	X		X	X	X
	Ability to work closely with parents	X		X	X	X
	Ability to model acceptable behaviours and encourage good social skills	X		X	X	X
	Ability to extend children's thinking skills	X		X	X	X

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	Ability to communicate with a wide range of stakeholders using a variety of methods	X		X	X	X
	Ability to work constructively as part of a team	X		X	X	X
	Ability to use ICT effectively to support learning	X		X	X	X

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