

SUPPORT STAFF
JOB DESCRIPTION

ROLE TITLE	Leader of The Study at Samuel Ward Academy
GRADE / SCALE POINT – SALARY	Grade 5 below the bar
REPORTING TO	Headteacher, AHT Pastoral, SENDCo

INTRODUCTION

All Unity Schools Partnership schools embrace a strong set of values which ensure that pupils learn how to take their place in modern Britain. Every member of staff is required to uphold and promote the values of the Trust in every aspect of their work performance.

JOB PURPOSE

To support and improve the inclusion, behaviour, engagement and attendance of students. To support students to become resilient, and to understand how they can make progress and succeed both academically and personally.

KEY TASKS & RESPONSIBILITIES

As agreed with the AHT Pastoral and the SENDCo:

1. Plan and deliver interventions to individual pupils and small groups. This will include support for social and communication skills, self-esteem, self-confidence, anxiety, self-regulation, behaviour for learning, coping with change, life skills and other areas according to need.
2. Supervision and support of students attending for independent study. To ensure these students are working productively and can access their work online, dealing with login issues as they arise and regularly checking in with students to ensure they understand their work.
3. Supporting and directing the work of other staff working in The Study. Acting as appraiser for these staff. Support these staff to plan individual and group interventions and to advise and support with the delivery of these interventions. To support these staff in the running of the Princes Trust programme for Year 10 and Year 11 students, and with submitting units of work to The Prince's Trust to allow students to gain awards.
4. Good communication with year teams and subject teachers to provide the best possible support for students.
5. Good communication with outside agencies to support in Family Network Meetings, EP's, SES, ADYSS, EWO, school nurses and any others that may be relevant to students in education.
6. To ensure the learning environment within The Study is maintained to a high standard.
7. To produce half-termly reports for attendance, behaviour and attitude to learning for students attending The Study and to monitor the impact of this provision.
8. To produce an annual, evaluative in-depth report.
9. To keep records of students attending for interventions, produce summary of intervention once completed including objectives and success.
10. To keep risk assessment up to date for dogs in The Study and to oversee the safe day to day inclusion of a dog in the facility.

11. To keep track of spending within budget and order consumables as required. Also, to request any other maintenance jobs needing to be undertaken by the site team and liaise with them if external contractors needed.
12. To complete and maintain Safeguarding training to be part of the safeguarding team at SWA and to act on any concerns as required.
13. To supervise lunch club in The Study each day for invited students only who struggle with lunchtimes in the main school environment.
14. To be available for students who need support ad hoc at the start of the day and during break and lunch and to communicate with year teams accordingly.
15. To attend weekly pastoral meetings to keep informed with students' circumstances and school procedures.
16. To facilitate fortnightly meetings (or as often as required) with SENDCo and Pastoral lead to discuss referrals and progress and to then communicate decisions to year teams.
17. To timetable students into The Study at a time favourable to the student and staff and to communicate this to students, subject teacher's and year teams. To then communicate this information to the SEN team to ensure Provision Map is kept up to date.
18. To keep records (spreadsheet) up to date with information of and reasons why students attending The Study, complete with start and finish dates and other relevant data.
19. To complete ELSA qualification and maintain this by attending supervision and to apply this to support offered to students.
20. To complete Trauma informed training, maintain training with regular, termly supervision and apply knowledge to interventions delivered to students.
21. To attend SEN meetings as required and to support SEN team members with successful strategies to support students where appropriate.
22. To be keyworker for a number of students, ensuring 1PP is updated termly and communicated to all relevant staff.
23. To ensure attendance is accurately recorded and all missing students reported. Ensure the school's behaviour policy is adhered to.
24. Provide a safe, quiet environment for a small number of students during form time, first thing every day.
25. To coordinate the roll out of the Lexia programme across all year groups. To set up accounts, monitor student progress and attendance and chase up if required, timetable daily Lexia tutor time groups, contact parents and tutors accordingly and keep notice boards and reward points up to date.

Team Working and Personal Professional Development

1. Demonstrate tasks to new colleagues and assist in the induction process;
2. Attend and participate in curriculum/pastoral planning meetings (after school as required)
3. Keep up-to-date with school policies and procedures;
4. Liaise, advise and consult with other members of the staff team, supporting children as necessary
5. Attend relevant in-service training;
6. Undertake tasks to support the curriculum and assist with events organised as part of the curriculum;
7. Attend and contribute to SEN and appropriate review meetings, if required by the Class Teacher, SENCo and/or Principal and where appropriate, disseminate information to other Teaching Assistants;
8. Support implementation of Government initiatives under the direction of line manager.

Health, Safety and Wellbeing

1. Follow Health and Safety procedures at all times, particularly with regard to pupil safety and that of staff colleagues;
2. Refer pupils to a school paediatric first aider or the Principal ensuring that the class teacher is aware;
3. Be aware of and maintain full understanding of procedures to follow in the event of an emergency;
4. Keep up-to-date with and follow, Safeguarding / Child Protection procedures

SAFEGUARDING

Unity Schools Partnership is committed to safeguarding and promoting the welfare of children and young persons at all times.

The post holder, under the guidance of the Headteacher, will be responsible for promoting and safeguarding the welfare of all children with whom he/she comes into contact, in accordance with the Trust's and the school's safeguarding policies. The post holder is required to obtain a satisfactory Enhanced Disclosure from the Disclosure and Barring Service (DBS).

GENERAL

1. Actively contribute to and promote the overall ethos and values of the School and the wider Trust.
2. Participate in training and other learning activities and performance development as required.
3. Maintain consistent high standards of professional conduct, tact and diplomacy at all times in dealings with pupils, parents, staff colleagues, external agencies and any other visitors to the school or wider Trust.
4. Maintain absolute confidentiality and exercise discretion with regard to staff / pupil information and the Trust's business at all times.
5. Act as an ambassador for the School and the wider Trust within the local community and beyond, ensuring that the ethos and values of the Trust are promoted and upheld at all times.
6. Undertake any other reasonable tasks and responsibilities as requested by the line manager or a member of the Senior Leadership or Trust Executive Leadership Teams which fall within the scope of the post.

PERSON SPECIFICATION

CRITERIA	ESSENTIAL	DESIRABLE
KNOWLEDGE		
Specialist	<ul style="list-style-type: none"> • Knowledge of the key factors that can affect the way pupils learn • Understanding of the barriers experienced by students with SEHM or other difficulties. • To support students' academic and personal progress and the ability to acquire any further knowledge necessary to achieve this • Knowledge of school curriculum, the age-related expectations of pupils, the main teaching methods and the testing / examination frameworks used within school • Knowledge of how to use ICT to advance pupils' learning, and ability to use common ICT tools for own and pupils' benefits • Awareness of the statutory frameworks relevant to their role • Knowledge of the definition of Special Education Needs and familiarity with the guidance about meeting SEN given in the SEN Code of Practice • Experience of working with / supervising pupils including knowledge of behavioural and learning difficulties 	<ul style="list-style-type: none"> • Experience of planning, preparing and delivering lessons, both 1:1 and in small groups • Experience of managing an annual budget • Experience of appraising and overseeing the work of other staff • Experience of working collaboratively as member of a team within an educational setting • Specialist training in SEMH support, e.g. ELSA, Trauma Informed Schools, etc.
Literacy and Numeracy	<ul style="list-style-type: none"> • Have a good standard of 'everyday' literacy and numeracy • Contribute to maintaining and analysing records of pupils' progress • Ability to read and understand school policies and procedures relevant to area of work • Ability to write emails, reports, complete forms and other documents relevant to area of work 	
Organisational	<ul style="list-style-type: none"> • Knowledge of school policies and procedures 	<ul style="list-style-type: none"> • Awareness and understanding of relevant government initiatives • Good knowledge and understanding of the school's structure
Research	<ul style="list-style-type: none"> • Be able to gather and collate information and resources as appropriate 	

Problem Solving	<ul style="list-style-type: none"> • Ability to recognise and resolve more complex problems, referring unusual or difficult problems to line managers or other appropriate person 	
Creative Thinking	<ul style="list-style-type: none"> • Ability to plan appropriate interventions according to students' needs. This includes both short and medium term planning • Create a positive and engaging learning environment • Creative ways of learning / making learning interesting and relevant 	
Planning	<ul style="list-style-type: none"> • Planning programmes of work, including how to evaluate, share outcomes and provide feedback to pupils and colleagues on students' learning and behaviour • Selection and preparation of teaching materials that meet the diversity of pupils' needs and interests • Contribute to the planning of opportunities for pupils to learn in out-of-school contexts, in accordance with school policies and procedures 	
Interpersonal and Communication	<ul style="list-style-type: none"> • Attend planning and review meetings with line managers • Communicate effectively about students' work and progress • When supervising or working with individuals or small groups of pupils the post holder must be able to adapt support given to pupils depending on age and / or ability • Sensitivity to pupils' needs • Ability to promote and support the inclusion of all pupils in the learning activities in which they are involved • Ability to recognise and respond effectively to equal opportunities issues as they arise, including by challenging stereotyped views, and by challenging bullying or harassment, following relevant policies and procedures • Ability to support teachers in evaluating students' progress • Monitoring pupils' responses to learning tasks and modify their approach accordingly • Monitor pupils' participation and progress, providing feedback to teachers and school leaders, and giving constructive support to pupils as they learn • Using clearly structured teaching and learning activities to interest and motivate pupils, and advance their academic and personal progress 	

	<ul style="list-style-type: none"> • Ability, where relevant, to guide the work of other adults in school • Organise and manage safely the learning activities, the physical teaching space and resources for which they are given responsibility • Advising and guiding pupils on the best way to handle situations • Encouraging pupils to participate in or complete tasks • Ability to conciliate between pupils in relationship / friendship disputes 	
Keyboard	<ul style="list-style-type: none"> • Ability to use ICT to advance pupils' learning and ability to use ICT tools for own benefit 	
Level of Autonomy	<ul style="list-style-type: none"> • Although work is covered by set policies and procedures, the Leader of The Study must be able to manage own work • Able to work with individuals or small groups of pupils without the supervision of a teacher • Able to supervise larger numbers of pupils when on duty break / lunchtime • Able to make decisions on when to refer queries / problems to teaching staff or line manager 	