



**Reports To:** SENDCo/Deputy Principal/Principal

Why	<b>Job Summary</b> <ul style="list-style-type: none"><li>Under an agreed system of supervision, take a lead role in addressing the needs of pupils requiring particular help to overcome barriers to learning and reach their full potential by developing their skills.</li></ul>	
What	<b>Main Responsibilities</b> <ul style="list-style-type: none"><li>Assist with the development and implementation of education, behaviour, mentoring and other plans; undertake comprehensive assessment of pupils to determine those needing specific help, monitor and report on progress as required including, but no limited to, SEMH, ASD, EAL and literacy difficulties.</li><li>Manage the behaviour of pupils to ensure a constructive environment and the maintenance of resources, by using a range of strategies to deal with classroom behaviour as a whole and also with individual behavioural needs.</li><li>Act as a role model, promote and reinforce self-esteem and establish productive working relationships with pupils, developing 1:1 mentoring arrangements.</li><li>Provide a range of strategies to help pupils achieve their full potential by further developing their skills and meet their social and behavioural targets both inside and outside the classroom.</li><li>Maintain regular contact, where appropriate, with families of target group pupils to keep them informed of the pupil's progress and attendance. Secure positive family support and involvement in the pupil's education.</li><li>Deliver interventions to pupils within agreed system of supervision, adjusting activities according to pupil responses and needs.</li><li>Ensure that relevant staff are kept informed about pupil progress and report any issues that may arise back to the Class Teacher.</li><li>Have a knowledge and appreciation of the range of activities, courses, opportunities, organisations and individuals that could be drawn upon to provide extra support for students.</li><li>Assist in the identification of all signs of disengagement and contribute to specific interventions to encourage and enable full participation in learning.</li><li>Cover classes in the absence of the Teacher where appropriate.</li><li>Undertake any other duties within the scope of the role.</li></ul>	
How	<u>Competencies</u>	<u>Personal Attributes</u> (level expected when job is conducted to the required standard)
	<b>Framework</b> <i>Seeking to establish the framework and guiding principles; making a positive contribution to the ethos of the Trust.</i>	<u>Supports others to apply the Trust's ethos.</u>
		<u>Undertake the role of a tutor or shadow an experienced tutor. Participate in tutor trips and extra-curricular activities.</u>
		<u>Know how to identify and support children and young people whose progress, development or well-being is affected by changes or difficulties in their personal circumstances, and when to refer them to colleagues for specialist support.</u>
		<u>Motivates others to take responsibility for their own Health &amp; Safety.</u>
		<u>Encourage individual and collective responsibility.</u>
	<b>Development</b> <i>Monitoring, coaching, guiding and supporting teams and individuals setting examples of desired behaviours.</i>	<u>Disciplined, tenacious and pragmatic.</u>
	<u>Undertake appropriate professional development to secure progress in your career.</u>	
	<u>Embedding practice ensures highly effective professional contribution across the academy.</u>	
	<u>Give and receive effective feedback and act to improve personal performance.</u>	

	<b>Leading</b> <i>Providing direction to ensure that the resources are available to achieve results in the most effective way.</i>	Consults widely and may provide direction to achieve results.	
		Encourages openness and honesty but does not apportion blame.	
		Fosters positive and productive relationships across the team in order to deliver.	
	<b>Knowledge and Understanding</b> <i>Have sufficient knowledge/skills to support pupils in achieving their maximum potential.</i>	Shares good practice among colleagues.	
		Secure knowledge and understanding of the subject and relevant curriculum area to address misunderstandings and stretch more able learners.	
		Identifies adapts and delivers support to pupils of varying abilities, applying specialist knowledge as needed.	
	<b>Teaching and Learning</b> <i>Ensure the best possible outcomes for all pupils.</i>	Uses own initiative, adopting strategies to support engagement and attainment.	
		Encourages learning for both those with special needs and those working at a high level. Actively involved in extracurricular activities.	
		Develops strategies to ensure the highest standards of behaviour. Uses praise, sanctions and rewards fairly and consistently.	
		Monitors, records and reports pupil progress in liaison with the Class Teacher.	
		Promotes and creates the environment for pupils to learn and enhance their intellectual curiosity. Creates the environment for pupils to learn and build upon.	
		Works with teachers to suggest, prepare and manage resources. Creates lessons and that are stimulating and are delivered in a safe environment.	
	<b>Working with Others</b> <i>Work effectively with other professionals, parents, carers and outside agencies as well as with pupils themselves.</i>	Works in partnership with and communicates effectively with parents/carers and external agencies.	
		Drafts reports and ensures all relevant staff, parents/carers and external agencies are kept informed of progress.	
		Works collaboratively with others to make informed decisions for the benefit of pupils.	
Context	<b>Interfaces</b>	Internal/External	Seek opportunities to collaborate with other professionals beyond the Academies and across the Trust.
		English Language Fluency	An ability to converse at ease with all customers and provide accurate advice in order to fulfill all spoken aspects of the role through the medium of spoken English.
		Financial impact/budget	Ensure resources are affordable and available to achieve improvement plans and stated strategic objectives.
	<b>Scope</b>	People (directly/indirectly manage)	Act as a role model, promoting consistently high expectations of behaviour in a professional and courteous manner.
		Travel	You will be required to travel to academies as necessary.
	<b>Education, Qualifications and Experience (EQE)</b>	<b>Essential:</b> GCSE grade C/4 level in English and Mathematics, minimum 18 months experience in schools in a Teaching Assistant/Mentor Role.  <b>Desirable:</b> Experience of academic interventions, for example: Catch up Literacy, Catch up Numeracy, ELSA Experience of barriers to learning including SEMH, ASD, EAL and literacy difficulties.	
	<b>Safeguarding</b>	All adults employed by the Trust are responsible for safeguarding and promoting the welfare of children they are responsible for or come into contact with. As such, all employees will undergo relevant background checks, including a Disclosure and Barring Service (DBS) Enhanced check with Barred List Check, in order to satisfy our statutory obligations.	
	<b>Data Protection</b>	All adults employed by the Trust have a responsibility for data protection and have a duty to observe and follow the principles of the GDPR Regulations.	

Whilst every endeavor has been made to outline all the duties and responsibilities of the post, this document does not specify every item in detail. Where broad headings have been used, all associated duties are naturally included in the job description.