



Job Description

Supporting Children & Young People

Grade 7

This post is eligible for a DBS check under the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (i.e. it involves certain activities in relation to children and/or adults) and is defined as regulated activity under Part 1 of the Safeguarding Vulnerable Groups Act 2006.

Dorothy Goodman School is seeking to promote the employment of disabled people and will make any adjustments considered reasonable to the above duties under the terms of the Equality Act 2010 to accommodate a suitable disabled candidate.

Job Purpose	Working within the learning team to be a consistent and exceptional, positive role model to the whole OTP and Dorothy Goodman School community.
Culture & Values	To ensure high quality education within the OTP ethos securing ambitious and positive outcomes for children and young people.
Vision in Action	Ensuring the needs of all children and young people in their learning groups are met at all times by knowing individual learning, communication, engagement and interaction needs and how to meet these Ensure a high quality accessible learning environment is in place for all at all times
Learning, curriculum and assessment	To have an understanding of the whole curriculum relevant to their Key Stage To use their pockets of expertise to enhance the learning within their Key Stage. Ensure accurate assessment is recorded using school systems and the information is used to inform next steps for children and young people within their learning groups Ensure targeted interventions are embedded within their learning groups
Teams	To provide an exemplary role model of practice, policy and procedures related to learning and safeguarding. Lead by inspiring, motivating and influencing staff and pupils taking a lead role in Engagement and interaction and communication strategies within your learning group Contribute to a positive ethos which recognises the potential of all children and young people Support the development of apprentices and Grade 5 classroom practitioners
Community	Ensuring effective partnerships with all stakeholders which maximise positive outcomes for children and young people Ensuring an effective inclusive learning environment with equality of opportunity for all
To whom the postholder reports to	The postholder is responsible to: <ul style="list-style-type: none"> • The Headteacher in all matters • Their identified line manager and member of the wider leadership team
Generic duties and responsibilities	Everyone is responsible for safeguarding children and young people to the highest standard including supporting and meeting their medical needs. Everyone is responsible for ensuring they follow and comply with OTP and school policy and procedures at all times.

Person Specification

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ESSENTIAL	DESIRABLE	Where tested; A - Application I + Ac = Interview and/or activities R = References
Qualifications		
Level 2 English / Maths qualifications	Level 3 qualifications in English / Maths or supporting teaching and learning	A
Willingness to work towards a higher level qualification related to the role.	Additional qualifications/ training relating to supporting young people with one or more of the broad areas of need as identified in the SEND Code of Practice	A
Culture, Values and Ethos		
Empathy with children and young people		I + Ac R

Ability to effectively manage pupil engagement in accordance with school policy and procedure.		A I + Ac R
Ability and keenness to use initiative and work flexibly with others to find solutions.		A I + Ac R
Willingness to take responsibility for personal professional development.	Evidence of initiating own professional development	A
Demonstrate an understanding of safeguarding children and vulnerable adults	Knowledgeable about safeguarding and the additional vulnerabilities of disabled children and young people and how this impacts	I
Learning, Curriculum and Assessment		
Ability to support learning of a specific group of pupils or within a specific curriculum area		A I + Ac
Ability to deliver interventions for individuals and groups based on shared plans	Able to evaluate progress of interventions delivered.	I + Ac
Knowledge and understanding of expectations for class or group where working	Knowledge and understanding of key stage expectations.	A I + Ac
Ability to use technology and willingness to learn school systems for accessing information, assessment and recording	Ability to use school systems for assessment and recording and specific communication aids used by pupils	I + AC
Teams		
Ability to promote a positive approach to to working with children and young people		A I + Ac
Ability to support others (e.g. grades 6, 5 and 4) to improve their practice.		A Ac
Ability to work independently to organise and adapt learning experiences for the whole group.		A I + Ac
Community		

Approachable and effective communicator with pupils, families and colleagues.		A I + Ac
Ability to communicate professionally and effectively in writing using various technology		A AC
Ability to use a range of strategies to ensure pupils can access the curriculum at all times.		A
General		
An understanding of, and commitment to, Equal Opportunities, and the ability to apply this to strategic work and day-to-day situations.		A R
Must be able to perform all duties and tasks with reasonable adjustment, where appropriate, in accordance with the provisions of the Disability Discrimination Act 1995.		