



Boorley Park Primary

DRAFT JOB DESCRIPTION

JOB TITLE:	Internal Provision Leader
GRADE/ROLE PROFILE REF:	Grade C
WORKING WEEKS/ HOURS:	39 weeks; 31.25 hours per week
TIMES WORKED:	8.45am – 3.30pm Monday to Friday
BASE:	Boorley Park Primary School

ORGANISATIONAL ARRANGEMENTS:

Job holder:

Reports to: **Headteacher**

GENERAL STATEMENT

To represent RAISE Academy Trust in a positive manner and to treat all visitors with respect, courtesy, and consideration, to ensure that every effort is made to satisfy reasonable requirements and assist in the maintenance of an attractive welcoming campus.

To carry out duties correctly and promptly in a good working atmosphere and to assist in the creation of a safer environment by adhering to Health and Safety Regulations and agreed Codes of Practice for RAISE Academy Trust employees. Attendance at training courses may be required as part of professional updating.

JOB PURPOSE

The purpose of the role is to lead a medium term intervention, Ready to Learn, supporting pupils who find accessing the primary classroom a challenge. It requires you to work with some of the most vulnerable pupils, supporting them to remain regulated and learn the social, behavioural and academic skills to support their re-entry into the classroom.

The Internal Provision Leader will be responsible for having oversight of the Ready to Learn classroom throughout the school day in order to:

- Establish a stable, caring and safe learning environment
- Facilitate children's social and emotional development
- Assist teaching staff in delivering bespoke curriculum and activities that meet the needs of identified children
- Deliver Early Phonics to support children's entry to early reading

RESPONSIBILITIES/ACCOUNTABILITIES:

- Liaise with and provide support for staff about the needs of individual children.
- Liaise with teachers over subject specific work
- Assist with individuals and small groups of children developing their social and emotional skills
- Providing consistent routines for children
- Using language development strategies and interventions to support children with their language and communication development
- Work with students who have SEND and complex additional needs
- Provide training and support to the wider staff team in using strategies such as Makaton to support communication
- Set up and maintain a Ready to Learn environment which nurtures and supports children with regulation strategies and routine, enabling them to feel safe and maintain lower arousal levels
- Plan, implement and deliver individual behavioural support programmes for named children or small group
- Keep written records of children's development and progress with their interventions and learning and share these with children's class teachers and the SENCo
- Communicate with parents where appropriate
- Set up achievable targets for children to achieve relating to their areas of need and monitoring progress towards these
- Seek to ensure the promotion and reinforcement of students' self-esteem and self-worth.
- Assist in the preparation and organisation of inclusive classrooms ensuring children have the resources and environment that meets their need and enables their successful transition back to class
- Support on-call in an emergency
- Accompany children on off-site visits
- Under the direction of other professionals and agencies, undertake activities which support behaviour, occupational, physio and speech therapy
- Promote and model the consistent implementation of the behaviour policy, supporting staff with the professional development around managing children displaying high levels of dysregulation
- Attend and contribute to school staff meetings and in-service training events
- To maintain confidentiality and hold the trust and confidence of both pupils and teachers.
- To work with 'children come first' attitude, adhering to safeguarding and child protection policies and procedures to maintain the safety and wellbeing of all children.
- Maintain an awareness of school, national and statutory policies and requirements and apply these in the workplace.
- Such other duties as may be reasonably allocated or directed within the purview of the post.

NOTES

- The School and site is open between the hours of 7.00am and 7.00pm and Support Staff may be asked to carry out their duties during these hours in order to meet the operational needs of the school. Those staff who may be asked to work outside these times will have a note to that effect in their job description.
- Hours of work/designated lunch times may be subject to change for operational reasons.

- All applications for leave of absence, claims for additional hours, changes to published hours of working, etc. should be agreed and processed via the HR Manager and Headteacher to enable records to be kept.
 - If, at the time of interview for a post, an applicant has already booked a holiday (or other event), then that will be honoured up to six months after the starting date.
 - No other holidays will be granted during term time without a very exceptional reason. Notice must be given in writing at least 6 working weeks in advance.
 - In exceptional cases where time off is granted it will either be as
 - (a) unpaid leave, or
 - (b) time made up in lieu (by negotiation).
 - There are other occasions when the Headteacher may grant leave (unpaid or time made up in lieu)
 - (a) Overtime has been worked by agreement with the Headteacher.
 - (b) To attend a special event e.g. graduation.
-

FLEXIBILITY STATEMENT

The content of this Job Description represents an outline of the post only and is therefore not a precise catalogue of duties and responsibilities. The Job Description is therefore intended to be flexible and is subject to review and amendment in the light of changing circumstances, following consultation with the post holder.

PERFORMANCE REVIEW (IPP)

All support staff undertake an annual Individual Performance Planning cycle (IPP) in line with school policy and practice. This postholder's IPP would be line managed and undertaken by the SENCo.

Date Prepared:	December 2024
Prepared By:	HR
Date Reviewed:	
Reviewed By:	