



JOB DESCRIPTION

Co-Educator

REPORTS TO:	SENCO
PAYSCALE:	Band 2, Points 3 – 5 (mid-point) (£21,108.06 - £21,759.25 per annum inclusive of Outer Fringe Allowance)
LOCATION	Mark Hall Academy
TERMS:	37 hours per week, 39 weeks per year (term time plus inset days)
CONTRACT:	Permanent, Part Time

PURPOSE OF THE JOB

- To work in partnership with class teacher(s) to support learning in line with the Curriculum, Codes of Practice and School Policies and Procedures.
- To work with teacher(s) as part of a professional team to support learning activities for classes and/or individual pupils as required. The primary focus will be to work under the professional direction of a teacher(s) and within an agreed system of supervision in delivering lessons set by or with teacher(s) and/or support pupils undertaking lessons.
- To lead and deliver group interventions or 1:1 to support pupils learning needs

Liaison with:

- Teaching staff, SENCO, Assistant SENCO, support staff, pupils, parents, SLT

KEY RESPONSIBILITIES AND ACCOUNTABILITIES

This list is not exhaustive, but includes:

Principal Accountabilities

- To support the work of colleagues, contributing to planning, development and decision making and undertaking related administrative duties.
- To co-ordinate and encourage the production of learning resources for pupils
- To use detailed knowledge and specialist skills to support and progress pupils' learning.
- To deliver agreed learning activities to pupils, adjusting activities according to pupil responses/needs.
- Uphold the vision and values of the school.

Duties

- Contribute and support learning activities/teaching programmes as agreed with the teacher, adjusting activities according to pupils' responses as appropriate.
- Working with individuals or groups of children, as directed.
- Understand specific learning needs and styles and provide differentiated support to pupils individually and within a group.
- Provide feedback to pupils in relation to attainment, proactively and progress under the guidance of the teacher. Maintain records of pupil progress.
- Support pupils with activities to improve English and Maths skills.
- Promote the inclusion and acceptance of children with special needs within the classroom ensuring access to lessons and their content through appropriate clarification, explanation and resources.
- Promote positive pupil behavior in line with school policies and procedures to keep pupils on task.
- To supervise pupils for specified periods during lunch time.
- To include break times when the post-holder should facilitate games and activities.
- Monitor and record pupil responses and learning achievements, resolving all but the most complex problems independently.
- To be involved in planning, organising and implementing the provision map information, including attendance at, and contribution to, reviews.
- To attend to pupils' personal needs including help with social, welfare and health matters, including first aid.
- Liaise with staff and other relevant professionals and provide information about pupils as appropriate.
- To assist with the display and presentation of pupils' work.
- To assist with escorting pupils on educational visits.
- Organise and manage appropriate learning environments.
- Monitor and evaluate pupil responses to learning activities through a range of assessment and monitoring strategies against pre-determined learning objectives.
- Record progress and achievement in lessons/activities systematically and provide evidence of range and level of progress and attainment.
- Establish productive working relationships with pupils, acting as a role model and setting high expectations showing the school values.
- Support pupils consistently whilst recognising and responding to their individual needs.

- Encourage pupils to interact and work co-operatively with others and engage all pupils in activities.
- Promote independence and employ strategies to recognize and reward achievement of self-reliance.
- Use ICT effectively where appropriate to support learning activities and develop pupils' competence and independence in its use.
- Select and prepare resources necessary to deliver learning activities, taking account of pupils' interests and language, cultural backgrounds, diversity issues.

General responsibilities common to all members of staff

- To understand and apply school policies in relation to health, safety and welfare.
- Attend all relevant training, including first aid and take responsibility for own development.
- Attend relevant school meetings as required.
- To respect confidentiality at all times.
- To participate in the performance and development review process, taking personal responsibility for identification of learning, development and training opportunities in discussion with Line Manager.
- To comply with individual responsibilities, in accordance with the role, for health and safety in the workplace.
- Ensure that all duties and services provided are in accordance with the School's Equal Opportunities Policy.
- Comply with policies and procedures relating to child protection and safeguarding, equal opportunities, health, safety and security, confidentiality and data protection, reporting concerns to an appropriate person.
- Be aware of and support differences and ensure all pupils have equal access to opportunities to learn and develop.
- Contribute to the overall ethos/work/aims of the school.
- Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils

All staff are responsible for the safeguarding and wellbeing of pupils and must follow BMAT guidance and policies.

BMAT Directors are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share in this commitment.

This job description will be reviewed annually and may be subject to amendment or modification at any time after consultation with the post-holder.

Person Specification – Co-Educator

		Essential	Desirable
Qualifications and documentation	<ul style="list-style-type: none"> GCSEs (or equivalent) in English and Maths at grade C/4 or above. Evidence of further training or education related to child development or education (e.g., NVQ Level 2 or 3 in Supporting Teaching and Learning, HLTA qualification). Higher Level Teaching Assistant (HLTA) qualification or equivalent. 	X X	X
Experience	<ul style="list-style-type: none"> Previous experience of working with children in an educational setting, particularly in a secondary school. Experience of working collaboratively with teachers to support teaching and learning in the classroom. Experience of working with pupils who have Special Educational Needs (SEN) or requiring differentiated support. Experience of delivering targeted interventions, such as literacy or numeracy support, or working with specific pupil groups (e.g., EAL, SEN, or gifted and talented students). 	X X X	X
Knowledge and Understanding	<ul style="list-style-type: none"> A sound understanding of the secondary school curriculum and the educational needs of students aged 11-18. Awareness of safeguarding policies, including child protection procedures and responsibilities. Understanding of the role of the Co-Educator within a classroom setting, and the ability to support learning under the direction of a teacher. Knowledge of inclusive practices and the ability to differentiate teaching and support strategies for pupils with varying learning needs. Understanding of the Code of Practice for Special Educational Needs and Disability (SEND). Awareness of current educational issues and developments in secondary education. Knowledge of assessment tools and strategies for monitoring pupil progress. 	X X X X	X X X
Skills and Abilities	<ul style="list-style-type: none"> Ability to communicate effectively with students, teachers, and parents, both verbally and in writing. Strong interpersonal skills with the ability to work collaboratively in a team environment. Ability to adapt teaching support methods to meet diverse learning styles and the needs of individual students. Ability to effectively support behaviour management strategies within the classroom to foster a positive learning environment. Confidence in using technology to support learning (e.g., interactive whiteboards, learning management systems). Organisational skills to manage time and resources efficiently, particularly in delivering interventions and 1:1 support 	X X X X X X	
Personal Qualities	<ul style="list-style-type: none"> A patient and empathetic attitude towards students with varying abilities and needs. A proactive approach, showing initiative in supporting students and contributing ideas to enhance their learning experiences. A reflective practitioner who is open to feedback and committed to continuous professional development. High level of personal and professional integrity, including maintaining confidentiality and adhering to school policies. Flexibility to adapt to the dynamic needs of the school environment and willingness to participate in additional duties as required. 	X X X X X	

