

Job Title: Scale 4 Care Team

Responsible To: Care Team Leader

Employee Supervision: None

Purpose of Post:

- To work under the guidance of teaching/senior staff/care team lead and within an agreed system of supervision.
- To support pupils in their self-regulation to enable them to settle to learn.
- To implement agreed behaviour intervention programmes with individuals/groups, in or out of the classroom.
- To support teachers in the personalisation of activities to improve settled behaviour for learning. To develop a deep and wide ranging understanding of the reasons behind different behavioural difficulties through personal development, research and training in order to provide a range of personalised strategies in response.
- To ensure learning environments are organised.
- To train in team teach and to be part of the team teach training team. To monitor the recording of behavioural incidents within their area.
- To have an understanding of therapeutic approaches.
- To skilfully use active listening, empathic understanding and unconditional positive regard. To be flexible in response to need across other key stages.
- On occasion this role may require supervision of a class in the short term absence of teacher.

Key Areas:

- Support for pupils
- Support for teachers
- Support for curriculum
- Support for the school

Duties and Responsibilities

Support for Pupils

- Use specialist (SEN/behavioural) skills/training/experience to support pupils.
- Assist with the development and implementation of Individual Education/Behaviour/Support/Mentoring plans.
- Establish positive, productive working relationships with pupils, acting as a role model, setting high expectations and supporting pupils with developing strategies for self-regulation.
- Promote the inclusion and acceptance of all pupils within the classroom.
- Support pupils with consistent unconditional regard, identifying and responding to their individual needs.
- Teach pupils how to interact and work co-operatively with others.
- Promote independence and employ strategies to recognise and reward achievement of self-reliance and self-regulation.
- Provide specific feedback to pupils in relation to their progress.
- Provide pastoral support to pupils at a time when they may be in crisis
- Support with strategies that will help with the re-integration of pupils working on personalised programmes.
- Attend to pupil's personal needs and provide advice to assist in their social, health and hygiene development.
- Participate in comprehensive assessment of pupils to determine those in need of particular help.
- Support provision for pupils with special needs.

- Develop 1:1 mentoring arrangements with pupils and provide support for distressed pupils.
- Support the speedy/ effective transfer of pupils across phases/ integration of those who have been absent, looking at supporting behavioural needs to enable settled learning.
- Provide strategies and advice to enable pupils to make choices about their own learning/ behaviour/ attendance.
- Challenge and motivate pupils, promote and reinforce self-esteem.
- Have a commitment to become a specialist in understanding and supporting students with SEMH needs by undertaking action research as required.
- Provide support to pupils who need assistance with personal care, such as feminine hygiene, changing nappies etc. for incontinent pupils and assisting pupils to use the toilet if they are unable to use the toilet unaided.

Support for the Teacher

- Work with the teacher to establish an appropriate learning environment, enabling pupils to settle to learn.
- Monitor and evaluate pupils' responses to learning activities through observation to suggest any strategies, resources that may support pupils settling to learn.
- Assist in the development and implementation of appropriate behaviour management strategies and monitoring of systems relating to attendance and integration.
- Provide data and contribute to reports on individual pupils and their behavioural progress. Be responsible for maintaining and updating records, information and data as agreed with the care team leader, contributing to reviews of systems/ records as requested and producing analysis and reports as required.
- Accurately record achievement/progress where required.
- Promote and ensure health and safety, positive values, attitudes and positive pupil behaviour.
- Liaise sensitively and effectively with parents/carers as agreed with the teacher within your role/responsibility and participate in feedback sessions/meetings with parents with, or as directed.
- Administer and assess routine tests and invigilate exams/tests, where required.
- Establish constructive relationships with parents/ carers, exchanging information, facilitating their support for their child's attendance, access and learning and supporting home to school and community links.
- Create and maintain a purposeful, orderly and productive working environment.
- Ensure timely and accurate design, preparation and use of specialist equipment/resources/materials.
- Contribute to planning, development and organisation of systems/procedures.
- Liaise with feeder schools and other relevant bodies to gather pupil information.
- Provide general clerical/ admin support e.g. dealing with correspondence, compilation/ analysis/ reporting on attendance, exclusions etc, making phone calls, administer coursework, produce resources for agreed activities, as required..

Support for the Curriculum

- Implement agreed activities/ programmes, adjusting activities according to pupil responses/needs.
- Implement local and national learning strategies e.g. literacy, numeracy, KS3, early years and make effective use of opportunities provided by other learning activities to support the development of relevant skills.
- Support the use of ICT in activities and develop pupils' competence and independence in its use.

- Help pupils to access learning activities through specialist support.
- Determine the need for, prepare and maintain general and specialist equipment and resources for intervention strategies.
- Maintenance of specialist equipment, check for quality/ safety, undertake specialist repairs/ modifications within own capabilities and arrange for other repairs/ modifications to be carried out.
- Provide specialist advice and guidance as required.
- Implement agreed work programmes/ activities under the guidance of the teacher/care team leader
- Be aware of and appreciate a range of activities, courses, organisations and individuals to provide support for pupils to broaden and enrich their learning.
- Determine the need for, prepare and use specialist equipment, plans and resources to support pupils.

Support for the School

- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Be aware of and support difference 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, in liaison with the teacher, to support achievement and progress of pupils.
- Attend and participate in regular meetings.
- Participate in training and other learning activities and performance development as required.
- Recognise own strengths and areas of expertise and use these to advise and support others.
- Provide appropriate guidance and supervision and assist in the training and development of staff as appropriate.
- Undertake planned supervision of pupils' out of school hours learning activities if appropriate.
- Supervise pupils on visits, trips and out of school activities as required.

General

- To undertake any other duties, commensurate within the grade, at the discretion of the Senior Leadership Team.
- Be familiar and comply with all relevant Health and Safety, Operational, Personnel, Child Protection procedures.
- Ensure equality of opportunity is afforded to all persons both internal and external to the academy, actively seeking to eliminate any direct or indirect discriminatory practices/behaviour.