**Job Title Student Engagement Programme (SEP)**

**Grade Tutor (Scale 5) TTO + 10 days to include 5 PD days**

**Job Description**

|  |
| --- |
| **Job Purpose** |
| To complement the professional work of Student Engagement Programme teachers by taking responsibility for agreed learning activities under supervision. This will involve planning, preparing and delivering learning activities for individuals and groups both at Centres and as outreach; monitoring pupils and assessing, recording and reporting on pupils’ achievement, progress and development of additional nationally accredited qualifications.  Responsible for the management and development of a specialist area within the school and/or management of other teaching assistants including allocation and monitoring of work, appraisal and training. |
| **Major Tasks** |
| **Major tasks:**  To work at all times according to the ethos, aims and policies of the Student Engagement Programme.  Support for Pupils:   * Assess the needs of pupils and use detailed knowledge and specialist skills to support pupils’ learning * Establish productive working relationships with pupils, acting as a role model and setting high expectations * Develop, implement and review Individual Learning Plans (ILP’s) * Promote the inclusion and acceptance of all pupils within the classroom * 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 recognise and reward achievement of self-reliance * Provide feedback to pupils in relation to progress and achievement   Support for Teachers:   * Organise and manage appropriate learning environment and resources * Under supervision from the Student Engagement Programme Learning Co-ordinators, plan challenging teaching and learning objectives to evaluate and adjust lessons/work plans as appropriate. * Monitor and evaluate pupil responses to learning activities through a range of assessment and monitoring strategies against pre-determined learning objectives * Provide objective and accurate feedback and reports as required on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence. * Record progress and achievement in lessons/activities systematically and providing evidence of range and level of progress and attainment. * Work within an established discipline policy to anticipate and manage behaviour constructively, promoting self control and independence. * Contribute to/lead meetings with schools to provide constructive feedback on pupil progress/achievement etc. * Administer and assess/mark tests and invigilate exams/tests * Production of lesson plans, worksheet, plans etc.   Support for the Curriculum:   * Support the delivery of the English and Maths curriculum delivered by the Learning Co-ordinator. * Plan, deliver and assess to enable to students to achieve at an appropriate level. * Deliver 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 pupils’ skills * Use ICT effectively to support learning activities and develop pupils’ competence and independence in its use * Select and prepare resources necessary to lead learning activities, taking account of pupils’ interests and language and cultural backgrounds * Advise on appropriate deployment and use of specialist aid/resources/equipment   Support for the Student Engagement Programme (SEP):   * Comply with and assist with the development of policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting 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 SEP * Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils * Take the initiative as appropriate to develop appropriate multi-agency approaches to supporting pupils * Recognise own strengths and areas of specialist expertise and use these to lead, advise and support others * Deliver out of school learning activities within guidelines established by the school * Contribute to the identification and execution of appropriate out of school learning activities which consolidate and extend work carried out in class   **Areas of responsibility**  **Curriculum responsibility**  To plan, deliver and lead on curriculum area, sharing and training of other members of the team.  **Outreach**  To support student transitions both into the Student Engagement Programme and back into mainstream schools. The ability to drive between settings will be essential. |
| **Contacts & Relationships** |
| **Internal Contacts** – Student Engagement Programme Learning Co-ordinator  And Head of SEP and other officers from across the Council. To establish and understand need, to identify and discuss appropriate solutions.  **External Contacts** - Parents and/or guardians, children, foster carers, other agencies voluntary, community and social enterprise sector organisations and government departments. |
| **Creativity** |
| * Using imagination and creative skills to support the needs of children * Using imagination and creative skills to identify new approaches to enhance provision and eliminate barriers to learning for specific children. |
| **Decisions** |
| The post holder will make decisions on day to day basis related to on-going pupil need and school requests for support |
| **Management & Supervision** |
| * Liaise between managers/teaching staff and teaching assistants * Attend regular team meetings with managed staff * Represent tutors at teaching staff/management/other appropriate meetings |
| **Supervision Received** |
| * The post holder will have an annual PPD and interim review * The post holder will liaise with the Student Engagement Programme Learning Co-ordinator as appropriate |
| **Complexity** |
| The post holder will be expected to use professional judgements required to undertake the role in dealing with Children. |
| **Resources** |
| * To plan effectively a curriculum to support the needs of the students. * To manage staff and resources efficiently and effectively. * To effectively manage pupil behaviour and initiatives to support this. * To manage and organise the accommodation effectively considering health and safety needs. * To report to the Learning Co-ordinator and Head of SEP on progress and engagement of achievement. |
| **Impact** |
| This role is to lead as tutor on SEP sites to support the LA in ensuring children are given the correct support required to succeed in their education. |
| **Physical Demands** |
| Ability to stand for long periods of time and on occasions restrain using the MAPA technique. |
| **Working Environment** |
| Be resilient in managing the safety of a child, others and self during physical aggression or anti-social behaviour.  Be resilient in managing to deescalate situations where there is a risk of verbal abuse and escalation in to physical aggression or anti-social behaviour. |
| **Emotional Context** |
| Be resilient in managing their own personal emotional strain and stress when supporting children with SEND and SEMH issues.  Be resilient in managing their own personal emotional strain and stress when supporting children who may have experienced distressing life experiences.  Be resilient in managing their own personal emotional strain and stress when supporting children who may have experienced distressing life experiences.  Be resilient in managing their own personal emotional strain and stress when supporting staff who work within SEP and with the students described above. |
| **Other** |
| The postholder will be expected carry out any other duties as are within the scope, spirit and purpose of the job, commensurate with the grade.  The postholder will be expected to actively follow Telford & Wrekin Council policies, including those such as Equal Opportunities, Human Resources, Information Security and Code of Conduct etc.  The postholder will be expected to maintain an awareness and observation of Fire and Health & Safety Regulations. |

**Person Specification**

|  |  |
| --- | --- |
| **Criteria** | **Standard** |
| **Qualifications** | * Meet Higher Level Teaching Assistant standards or equivalent qualification or experience * Excellent numeracy/literacy skills – a minimum of Level 2 qualifications in English and Maths * Have additional qualification/s in an area related to the role for example PSHE, Sports Coaching. * Training in relevant learning strategies e.g. literacy * Specialist skills/training in curriculum or learning area e.g. bi-lingual, sign language, ICT |
| **Experience** | * Experience working with children of relevant age in a learning environment * Experience of working with vulnerable, disengaged and hard to reach Key Stage 3 and 4 pupils. |
| **Knowledge** | * Can use ICT effectively to support learning * Full working knowledge of relevant polices/codes of practice/legislation * Working knowledge and experience of implementing national/foundation stage curriculum and other relevant learning programmes/strategies * Good understanding of child development and learning processes * Understanding of statutory frameworks relating to teaching * Ability to organise, lead and motivate a team * Constantly improve own practice/knowledge through self-evaluation and learning from others * Ability to relate well to children and adults * Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these |
| **Skills** | * Can use ICT effectively to support learning * Full working knowledge of relevant polices/codes of practice/legislation * Working knowledge and experience of implementing national/foundation stage curriculum and other relevant learning programmes/strategies * Good understanding of child development and learning processes * Understanding of statutory frameworks relating to teaching * Ability to organise, lead and motivate a team * Constantly improve own practice/knowledge through self-evaluation and learning from others * Ability to relate well to children and adults * Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these * Ability to drive and use of a car essential |
| **Personal style & behaviours** | * As a council employee you will be supported and expected to demonstrate the Councils Core Behaviours. Please note that these may be updated from time to time and are available on the Council’s intranet pages. |
| **Fluency Duty** | * This post has been identified as a customer facing role and therefore the Council is required to fulfil their statutory duty under Part 7 of the Immigration Act 2016. As a public body the Council is obliged to ensure member of staff in such roles are able to have a command of spoken English which is sufficient to enable the effective performance of their role. |

This post has been identified as a customer facing role and therefore the Council is required to fulfil their statutory duty under Part 7 of the Immigration Act 2016. As a public body the Council is obliged to ensure member of staff in such roles are able to have a command of spoken English which is sufficient to enable the effective performance of their role.

More information is available at:

<http://ecouncil/Fluency/Pages/default.aspx>

……………………………………………………………………………………………………………

We will ensure, so far as is reasonably practicable, that no disabled applicant is placed at a substantial disadvantage. This person specification includes what we believe are fully justifiable essential selection criteria. Provided that the selection criteria unconnected with the disability are met, we will make ALL reasonable adjustments in order that someone with a disability can undertake the duties involved.

……………………………………………………………………………………………………………

|  |  |
| --- | --- |
| **Type of criminal records checks required for this post** | **Ticked as required** |
| None |  |
| Basic Disclosure |  |
| Standard Disclosure |  |
| Enhanced Disclosure |  |
| Working with Adults - Regulated Activity |  |
| Working with Children - Regulated Activity |  |

Information on types of criminal records checks is available at:

<https://www.gov.uk/disclosure-barring-service-check>