

## PENRYN COLLEGE

### JOB DESCRIPTION

<b>Job title:</b>	Tier 2 Student Progress Officer
<b>Grade:</b>	F £18,627 - £22,390 (Actual salary £16,380 - £19,690) – pending pay award
<b>Responsible to:</b>	SENCo/AHT SEN/ARB Lead
<b>Direct Supervisory Responsibility for:</b>	None
<b>Indirect Supervisory Responsibility for:</b>	Tier 1 other Curriculum Access Team
<b>Important Functional Relationships:</b>	<p><u>Internal:</u> Curriculum Access Team, Teaching and Support Staff, Students, Head of Departments, SEN Department, Headteacher, School Leadership Team, Premises Team</p> <p><u>External:</u> Parents, Governors, External Support Services, Cornwall Council, Other Schools</p>

#### **Main purpose of the job:**

To accelerate the progress of those identified pupils, so that they make outstanding progress ensuring their attendance is at least good and using specific learning plans related to individual needs.

To play an active part in ensuring that the College's outcomes for SEN (including behaviour) students are achieved; namely, that students achieve and progress.

To be an active, resourceful and proactive Tier 2 member in a Curriculum Access Team that delivers responsive and effective support to students with SEND/SEMH/Behaviour etc.

To support and facilitate independent learning for identified students, using resourceful and creative ways to unblock barriers to learning.

This support will be delivered daily, directly with students, in the classroom/outside the classroom and on a one-to-one or small group basis.

To work proactively with others, and be personally driven to diagnose and remove specific barriers to learning for identified students

To write and maintain 3 a Learning/Behaviour Plan for identified student and liaise directly with parents and support services as required.

To gather relevant evidence to document progress and articulate this in three annual monitoring meetings with SLT.

To ensure that communication surrounding plans, actions and interventions is well articulated and understood.

To ensure that identified pupils maintain at least good discipline in lessons and around the school.

To build and sustain a positive and working relationship with parents to help them help their children to overcome barriers to learning both inside and outside the school.

To be part of a Tier 2 CAT rota of staff required to man the Base/Hub and investigations as directed.

#### **Principal Responsibilities/Duties:**

##### **1. Supporting the student**

- To plan and deliver individualised skills development programmes, to include Literacy, Numeracy, Dyslexia, Behaviour, Speech and Language, Autism, ADHD, ELSA, Emotional Health and Wellbeing, ACE (TISUK) and study skills.
- To be the named CAT lead for delegated students (as directed by Line Manager/AHT/SENCo).

#### **CAT Leadership:**

- To liaise and meet with parents/carers, and external agencies.

- To collate information about needs/progress including keeping the Learning Plan(s) and passport(s) up to date, and attend review meetings.
- Ensuring all members of staff are clear of Learning Plans and how to expedite them to have an impact in the classroom and beyond.
- To develop an understanding of the specific needs of the student(s) and become 'expert' in recognising and unblocking barriers to learning in literacy, numeracy, autism, dyslexia, behaviour, trauma/attachment.
- To enable the student to access lesson content, so that he/she can learn as effectively as possible, both in group situations and on their own, taking into account the learning or emotional/behavioural need, or the sensory impairment.
- To support their acceleration of progress; academically, socially, emotionally recognising barriers to learning and helping the student overcome them.
- Track and understand what progress looks like and be able to unpick and articulate and forensically examine.
- To ensure each identified pupil reaches their targets each term through working with them directly/indirectly both in and out of lessons. Where targets are not reached, put comprehensive plans with in place promptly to address this.
- Facilitate coaching to improve teaching and learning.

Examples: clarifying and explaining instructions, motivating and encouraging the student , assisting in weak areas (communication, literacy, numeracy etc.), helping student to concentrate on and finish work set, assisting other staff with direct support. Developing resources that can be used by multiple staff across the Curriculum Access Team and Teachers liaising with the teacher in devising appropriate programmes.

- To establish a supportive relationship with the student(s) and treat them consistently, with respect and consideration.
- To engage the family of each identified pupil in the learning plan through regular contact, progress updates and celebration of success.
- To encourage acceptance and integration of students with SEN/Behaviour and thereby promote the inclusive ethos within the college (via SMSC/ assemblies/displays etc).
- To develop methods of promoting/reinforcing students' self-esteem.
- To support students during course related off site activities, when requested.
- To maintain appropriate records of support as part of the college's additional funding claim/assessment diagnostics.
- To assist with exam invigilation, for students who have particular access arrangements.
- To maintain a high level of awareness of the principles of safeguarding and child protection as they apply to vulnerable students and report/record/act with immediacy.

## **2. Supporting Teaching Staff**

- To support any student as identified either in the classroom, or in another classroom or in a breakout group ensuring that the responsibility for the learning progression is held with the main class teacher (but that you liaise closely to report on progress).
- To develop and deliver appropriate individual programmes (with clear entrance and exit criteria).
- To record keep as appropriate.
- To participate in the evaluation of the support programme/any interventions.
- To assist in the preparation of materials, or the adaptation of materials for students with literacy/numeracy/sensory impairments/speech and language or communication.

## **3. Supporting the Skills Centre**

- Running bespoke workshops for students and their parents.
- Joining specific transition evenings and events that gain a greater understanding of SEN/Behaviour/SEMH and share knowledge.

- Complete investigations as directed.
- Any duties that are required to aid the smooth running of the Exclusion Rooms and Skills Centre as directed by the Skills Centre Manager.
- To be a school first aider, administering first aid and dispensing medically prescribed controlled drugs and to be responsible for sick children and staff within the school.
- To lead a lunchtime duty to ensure the highest standard of behaviour.
- To be responsible for managing the implementation of whole school uniform policy and to take appropriate action in the light of uniform referrals.
- To be aware of and work in accordance with the school's child protection policies and procedures in order to safeguard and promote the welfare of children and to raise any concerns relating to such procedures which may be noted during the course of duty.

#### 4. Supporting the SENCO, Skills Centre Manager, the AHT for SEN and the College

- To contribute to reviews of students' progress.
- To assist with the general administration of the SEN department, including the college's screening procedures (inc. Dyslexia/exams access testing).
- To attend relevant INSET.
- To be aware of and adhere to applicable rules, regulations, legislation and procedures including the Schools Equal Opportunities Policy and Code of Conduct, national legislation (including Health and Safety, Data Protection).
- To maintain confidentiality of information acquired in the course of undertaking duties for the school.
- To be responsible for his/her own self-development on a continuous basis.
- Any other duties as may reasonably be allocated by the SENCO/Skills Centre Manager.

7 additional days will be allocated to shared responsibility and equitable coverage with other Tier 2 CAT team for;

Summer School, Stepping Stones Day, subject review, Learning Event Evenings, Evening meetings (Behaviour Review Committee/pre-arranged meetings), additional administration time.

#### Tier 2 Staffing responsibilities

<b>Tier 2 EST</b>	Progress CIC Transition of vulnerable/ Medical Plans	Daily intervention for named students in Learning Hub	
<b>Tier 2 EST Year 7</b>	Progress of behaviour plan students in Yr7 Transition of Year 6	Daily plan and intervention for named students	
<b>Tier 2 EST KS3</b>	Progress of behaviour plan students in KS3	Daily plan and intervention for named students	
<b>Tier 2 EST KS4</b>	Progress of behaviour plan students KS4	Daily plan and intervention for named students	
<b>Tier 2 CAT ARB</b>	Progress of KS4 students Delivery of Literacy, Numeracy and Social Skills	Lead ARB TA	
<b>Tier 2 CAT Year 7</b>	Progress of EHCP/K/On alert (including Dyslexia)	Lead CAT 7	
<b>Tier 2 CAT KS4</b>	Progress of EHCP/K/On alert (including Dyslexia)	Lead CAT KS4	
<b>Tier 2 CAT KS3</b>	Progress of EHCP/K/On alert (including Dyslexia)	Lead CAT KS3	

Date Prepared:

May 2019

Job Description Prepared by:

Assistant Headteacher, Penryn College

**PERSON SPECIFICATION**

**Job title:** Student Progress – Advance Level

**Person specification prepared by:** Assistant Headteacher, Penryn College

**Date:** May 2019

ATTRIBUTES	ESSENTIAL	DESIRABLE	HOW IDENTIFIED
<b>Relevant Experience</b>	<p>Minimum of 3 years practical knowledge, skills and experience of working with pupils within a learning environment.</p> <p>Experience of supporting children in a learning environment with SEN/Behaviour.</p> <p>Proven record in working with hard to reach and/or vulnerable students, their parents and teachers.</p>	<p>Relevant experience to include providing specialist support within speech and language/Autism and with specialist pupil groups.</p>	<p>Application form.</p> <p>Interview.</p>
<b>Education &amp; Training</b>	<p>Minimum of education to A level or equivalent.</p> <p>Good levels of literacy and numeracy to GCSE Grade 5 (C) or above or equivalent qualification in English Language and Maths.</p> <p>A good level of speech, language and SEN/Behaviour/SEMH training.</p> <p>A good level of phonics and dyslexia training.</p> <p>A good understanding of behaviour/relationship remediation strategies.</p>	<p>Phonics training SEAL delivery Child Protection training</p> <p>NVQ 3 in Mentoring (or equivalent, eg Learning Mentor training).</p>	<p>Application form.</p>
<b>Special Knowledge &amp; Skills</b>	<p>Understanding what limits progress for a students and how to overcome these barriers.</p> <p>Knowledge and creativity to plan an inspiring programme based on a student’s needs to make academic progress despite their social and behavioural difficulties.</p> <p>Organisational skills to ensure plans are communicated and delivered to the highest possible standard.</p> <p>Communication skills to motivate difficult students and parents to engage and take responsibility for their learning.</p> <p>Advocacy skills to involve, communicate and motivate staff to work with the most difficult students.</p> <p>Mentoring Skills.</p> <p>ICT skills – able to support learning through ICT.</p> <p>Knowledge of statutory frameworks relating to teaching.</p>	<p>Ability to use data to set targets for progress and to review achievement against these targets.</p> <p>Knowledge of a range of issues relevant to education and child development.</p>	<p>Application form.</p> <p>Interview.</p>
<b>Any Additional Factors</b>	<p>Self-motivated, able to lead and motivate a team.</p> <p>An interest in pupils, ability to relate well to children and</p>		<p>Interview.</p>

	<p>adults.</p> <p>Ability to work to deadlines and methodical approach to work.</p> <p>Able to work own initiative and have a flexible approach.</p> <p>Displays an awareness, understanding and commitment to the protection and safeguarding of children and young people.</p>		
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