



PLAYWORKER JOB DESCRIPTION

Casual Basis – Term Time Only

Key Outcomes:

1. Support for children's learning.

- To provide a complementary service to teachers and other staff, addressing the needs of learners who require help in overcoming barriers to learning in order to achieve their full potential.
- To work with a range of learners, but give priority to those who need the most help, especially those experiencing multiple disadvantages. (SEND, Pupil Premium, LAC)
- To manage issues ranging from punctuality, absence, challenging behaviour and abuse to working with able and gifted learners who are experiencing difficulties.
- To work with children or families through liaison with the Home School Worker.
- To develop a timetable working either in class or through group/ individual activities, interventions and sessions that address the physical, emotional and educational development of children.
- To develop a list of students through liaison with SENCO, Home School Worker and teachers, to be agreed by Academy Directors or Head of Primary.
- To monitor the progress of individuals and measure the impact of working with them.

2. Support the learning environment.

- Promote the required standards of achievement and performance, including feedback through structured assessment (when relevant), for individuals and groups.
- Support the development of continuous improvement in both personal performance in the job and the work of the team
- Assist in the development, monitoring, reviewing and progression of children's learning plans.
- Support invigilation and assessment processes, following procedures and under supervision.
- Assist in the supervision of the work of support staff colleagues/placement students, as required and defined by the line manager, to develop continuity and consistency in the work of the support team which achieves the attainment of standards in learning progress by the school required by the Governors, Principal and the Office for Standards in Education (OFSTED)
- To undergo training that will enhance the post.

3. Care and support for children

Attend to the day to day needs of children, inside and outside the classroom, by:

- Provision of personal, social, hygiene, welfare and behaviour support for students.
- Intervention to promote the process of individual children in attaining defined goals
- Promoting effective pastoral care for individual children, under guidance, and liaising with colleagues to provide accurate records to provide the basis for home/school liaison and contacts with other agencies.
- Reporting concerns about progress, identifying solutions, to the teacher
- Assisting educational and therapeutic professionals in their delivery of specialist support programmes
- Carrying out specified medical care procedures following direct specific training by a qualified practitioner
- Assisting with the assessment by the teacher of individual children's development through observation, creation and retrieval of records, discussion with colleagues and teachers to promote the social, emotional and behavioural standards defined by Merchants' Academy.
- To promote the social, emotional and behavioural standards defined by Merchants' Academy.

General Accountabilities:

- So far as reasonably practicable, the post holder must promote safe working practices by employees, and in premises/work areas for which the post holder is responsible, to maintain a safe working environment for employees and service users. These are defined in the Corporate Health, Safety and Welfare policy, departmental policies and codes of practice.
- Work in compliance with Codes of Conduct, Regulation and policies of Merchants' Academy, and its commitment to equal opportunities.
- Ensure that output and quality of work is of a high standard and complies with current legislation/standards.
- To cover for absent colleagues as requested.
- To undertake other duties that the Principal of the Merchants' Academy may reasonably request.

Organisation:

- To comply with policies and procedures relating to child protection and safeguarding, health and safety, confidentiality and data protection, freedom of information and report all concerns to the appropriate person.
- To be aware of and support difference and ensure equal opportunities for all.
- To contribute to the development and implementation of the overall ethos/work/aims of the academy.
- To develop positive relationships and communicate with other agencies/professionals.
- To develop constructive relationships and liaison between managers/teaching staff and support staff.
- To develop learning relationships with parents/carers.

This job description sets out the key outcomes required. It does not describe in detail the tasks and activities to be done to achieve these outcomes.

The Kingfisher School is part of Venturers Trust and is committed to equality, safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. An enhanced DBS check is required for all staff.

LEARNING MENTOR

PERSON SPECIFICATION

CRITERIA	ESSENTIAL	DESIRABLE
Qualifications	A GCSE grade of C or higher in English and Mathematics (or equivalent qualification). A Proficiency in improving basic numeracy and literacy with specialist skills in literacy that will enable you to work with targeted individuals	Professional qualification relative to post i.e. NVQ Level 3 for Teaching Assistants PGCE
Experience	Experience of working effectively supporting children in a learning environment. Understanding of principles of child development and learning processes and in particular, barriers to learning. Experience of working with pupils with difficulties in learning or social and emotional behaviours.	Experience of relevant learning programmes/ strategies/codes of practice.
Professional Development	Commitment to continuing personal and professional development	Evidence of recent CPD
Knowledge & Skills	Good numeracy/literacy skills. Ability to communicate and relate to staff, students and parents alike. Excellent keyboard skills Effective use of ICT and technology Ability to work constructively as part of the Academy support team.	Training in the relevant strategies for literacy and/or curriculum or learning area e.g. bi-lingual, sign language, dyslexia.
Personal Attributes	Flexibility to cope with diverse needs of the post. Resilience to work under pressure. Positive, personable and optimistic.	

