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**JOB DESCRIPTION**

**SUPPORT WORKER**

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| **JOB ROLE** | Support Worker |
| **PERFORMANCE MANAGED BY**  | Member of the leadership team |
| **SALARY**  | OHS support worker pay scale |

**This job description may be amended at any time following discussion between the line manager and member of staff, and will be reviewed annually as part of the performance management process. It is not exhaustive and the post holder may be required to undertake other duties as reasonably required by their line manager or any member of the leadership team. All posts are subject to Enhanced DBS checks in addition to a range of other vetting checks.**

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| **Summary of job purpose** |
| The support worker is a flexible role that draws upon the knowledge, skills and expertise of professionals with experience of working with children who present challenging behaviour and who have significant and complex social, emotional and learning needs. The purpose of the role is to work collaboratively with colleagues (teaching, support and therapeutic) to maximise progress for children at Octavia House Schools, specialist independent therapeutic schools. The worker may work one to one with a specific child or may support a small group or whole class, depending on need. The worker will support the successful operation of all aspects of the school, as directed by teachers and the leadership team.  |

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| **Core responsibilities**  |
| * To motivate, engage and inspire our children
* To work with teachers to facilitate effective, differentiated and child-centred learning
* To manage behaviour positively and in line with the schools’ ethos and procedures
* To facilitate effective, smooth transitions at the start & end of days and between sessions
* To play a core role in ensuring the learning environment is attractive, positive & uncluttered
* To contribute to the schools’ breakfast, break, lunch, assembly, exercise & enrichment provision
* To be a key worker, taking responsibility for the welfare of a key child or key children and being the first point of contact for their families
* To attend and engage in all meetings and briefings as directed
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| **General responsibilities (not exhaustive)** |
| * Provide levels of individual learning and pastoral support to children in line with their progress plan
* Supervise and support children who cannot access class-based learning sessions
* Support the assessment of children to determine those in need of particular help and support
* Work closely with teaching and therapeutic staff with the development and implementation of progress plans and behaviour management strategies
* Provide one to one support/mentoring arrangements with children and provide flexible support for distressed/disaffected children
* Log incidents, phonecalls and communicate with families as per the schools’ procedures
* Support the implementation of agreed learning activities and teaching programmes and adjust activities according to children’s responses and needs
* Be aware of the range of activities and individuals available to provide additional support for children to broaden and enrich their learning
* Prepare and use specialist equipment, plans and resources to support children
* Assist with the supervision of children on visits, trips and out of school activities as required
* Attend and participate in regular meetings, training and other learning activities as required, contributing to the overall ethos and aims of the schools
* Be aware of, and comply with, policies and procedures relating to child protection; health and safety; bullying; confidentiality and data protection, reporting all concerns to a senior leader
* Be aware of and support differences and ensure all children have equal access to opportunities to learn and develop
* Act as a mediator between children who have disagreements
* Support the reintegration back into learning following exclusions or extended absence
* Record the work completed by children and keep detailed records of those in association with the class teacher
* Ensure that the schools’ values and behaviour procedures are followed at all times
* Attend relevant meetings with fellow professionals, parents and children including open days
* Maintain total confidentiality with regard to children and other information related to the school as stipulated in your contract of employment
* This job description is not exhaustive and the post holder may be required to undertake other duties as reasonably required in negotiation with the line manager
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**PERSON SPECIFICATION**

**SUPPORT WORKER**

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| **Skills & traits (all essential)** |
| * Positive ‘can do’, flexible, willing-to-learn attitude
* Strong communication skills (with children, families & professionals)
* Strong ability to work constructively and collaboratively at all times as part of a unified team
* Strong ability to work successfully with children with extremely challenging behaviour
* Sound skills in English and mathematics
* Reflective & eager to progress professionally
* Attention to detail, including in terms of presentation, punctuality and supporting the maintenance of an attractive environment for learning
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| **Knowledge and understanding (all essential)** |
| * Understanding of child development, learning and children with SEMH and other SEN
* Understanding of relevant policies/codes of practice and awareness of relevant legislation
* General understanding of the national curriculum and school provision generally
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| **Qualifications/Training/Experience (essential)** |
| * GCSEs in at least English and Maths at grade C or above

AND* Some training related to supporting children’s learning and/or behaviour (such as an NVQ2 for Teaching Assistants)

OR / AND* An appropriate level of experience of operating in the classroom (or similar) environment with children who present challenging behaviour
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Please sign to confirm you have read and understood the contents of this document

**Signed**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Date**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_