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**JOB DESCRIPTION**

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| **Post** | BESD Lead TA & Breakfast club manager |
| **Salary Range** | A8-A12 £18,036 - £20,622 Full Time 37.5 hours (7:45am start time). |
| **Reporting to** | Ast Head teacher PDBW |
| **Accountable to** | Head teacher |
| **Performance Review** | Annual Performance Development |

**KEY TASKS**

1. To support the AHT in the implementation and development of IBPs.
2. To provide personalised support for children with BESD.
3. Deliver a range of therapeutic interventions to children with BESD.
4. Over-see and develop breakfast club to ensure high quality, age appropriate provision.
5. To deliver phonics/reading to a group of children
6. To undertake group supervision in the absence teachers, setting work previously prepared by the teacher
7. To implement agreed learning activities/assessments, adjusting activities according to student need
8. Monitor and celebrate children’s learning, progress and achievement and record and report upon progress, including details on attendance, behaviour, development and additional needs
9. Supervise and provide particular support for pupils, including those with special needs ensuring their safety and access to learning activities
10. Promote good behaviour at all times
11. Assist with the development and implementation of Individual Education, Health and Care Plans
12. To maintain a positive attitude, seeking to bring out the best in learners and having high expectations for all
13. Establish positive relationships with parents/carers, ensuring parental involvement in learning and progress
14. To contribute to the organisation of the learning environment and creation of resources
15. Constantly strive to improve own performance and identify areas for self - improvement, attending appropriate training
16. To support the running of school with break and lunch duty.
17. To evaluate and track the impact of specialist provision and interventions.
18. To provide at least 1 high quality after school club per week.
19. Embed literacy and numeracy across the curriculum.
20. To support the delivery of the ‘MCPA opportunities’ commitment to the holistic development of children.
21. To undertake any other duties as deemed appropriate by the line manager and commensurate with the post.

**STANDARD DUTIES**

1. Promote and implement equality and diversity
2. Adhere to legislation and the Academy’s policies and procedures
3. Have due regard to safeguarding and promoting the welfare of children and young people.
4. Participate in performance reviews and professional/personal development activities.
5. Will model the Academy’s values at all times to generate a shared purpose
6. Respect confidentiality. Confidential information to be kept in confidence and not released to unauthorised persons
7. To undertake any other duties as appropriate, commensurate with the grade of the post.

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**CONTACTS**

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| All employees and contractors on site  Senior Leadership Team |

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| **SPECIAL CONDITIONS**  Enhanced DBS Check for a Regulated Activity. |

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|  | **DATE** | **NAME** | **POST TITLE** |
| **PREPARED** | March 2014 |  |  |
| **REVIEWED** | February 2015 | Sue Farrimond | Principal |
| **REVIEWED** | April 2018 | Alex Reed | Vice Principal |

**PERSON SPECIFICATION**

**JOB TITLE:Support lead professional: BESD & breakfast club**

**CRITERIA** Applicants should be able to provide evidence of their ability to meet the following criteria.

**Please note if you are experienced and interested in leadership please provide evidence of your skills and ability to lead in your application letter.**

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|  | **Selection criteria (Essential)** | **Selection criteria (Desirable)** | **How to be Assessed** |
| **Education & Qualifications** | Grade C (or above) level 2 qualification in English and maths    NVQ Level 3 or equivalent in Early Years or Teaching Assistance | A first aid qualification  Other relevant qualifications –professional or academic | AF, C |
| **Experience** | Experience of successfully supporting learning in an EYFS/Primary setting  Experience of assessing children against the Early Learning Goals/ KS1/2 assessment criteria  Evidence of adding value to student outcomes and enabling progress | Experience of delivering therapeutic interventions.  Experience of working with children with BESD. | AF, T, I, C |
| **Skills & Abilities** | Good standard of literacy.  Ability to communicate effectively and develop effective relationships with children, staff and parents  Ability to use Information and Communication Technology (ICT) to enhance teaching and learning and to capture learner progress  Able to work independently and proactively  Ability to supervise other staff  Ability to show initiative in a range of situations  Ability to work effectively as a team member  Ability to reflect on own skills and knowledge, and to seek opportunities to develop |  | AF, T, I, C |
| **Knowledge** | Excellent understanding of child development and learning  A knowledge of a variety of effective teaching and learning and assessment strategies    A working knowledge of national and local priorities relating to EYFS and Primary education    A commitment to and knowledge of community cohesion and social inclusion |  | AF, T, I, C |
| **Work Circumstances** | Enhanced DBS Check for a Regulated Activity  Equivalent of 10 days  continued professional development  Equivalent of 10 days  extra -curricular activity (2 hours per week after core learning)  7:45am start time Monday – Friday. |  | I  I  I |

AF – application form, T- test, I – interview, C – certificate

*N.B. - Any candidate with a disability who meets the essential criteria will be guaranteed an interview*