



JOB DESCRIPTION & PERSON SPECIFICATION

SCHOOL:	The Marvell College	POSITION NO:
SECTION:		GRADE: 4
JOB TITLE:	Teaching Assistant Level 2 (Achievement Mentor)	DATE PREPARED: 10/07/2015
JOB HOLDER:		REPORTING TO: Assistant Headteacher
EVALUATION DATE:	10/07/2015	JE NUMBER: NSG90

EQUALITY AT WORK:

At The Marvell College we are committed to meeting the Public Sector Equality Duty (PSED) requirements and have due regard for the need to eliminate all forms of discrimination, promote and advance equality and foster good relations with all stakeholders.

This is reflected in our vision to be “*A restorative and inclusive community, working together to achieve excellence for children*” and our PRIDE values (Polite, Restorative, Inclusive, Determined, Excellence).

Our school aims to meet its obligations under the public sector equality duty by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

PURPOSE:

To support the Head of Year/Assistant Head of Year in the completion of their duties.

To provide support and guidance for all learners.

To liaise with parent/carers on all issues regarding the learners under the direction of the Head of Year/Assistant Head of Year.

To ensure all learners attend college and lessons regularly and arrive on time.

PRINCIPAL ACCOUNTABILITIES:

Please note decision making must be included within the Principal Accountabilities

1.	To promote and safeguard the welfare of children and young people.
2.	To support learners in accessing all aspects of the curriculum.
3.	To use data to track performance and to support an identified cohort of learners by organising recording interventions activities to allow achievement of target grades.
4.	To liaise with parent/carers on issues relating to attendance, behaviour and progress, under the direction of the Head of Year/Assistant Head of Year. To attend multi-agency meetings and case conferences as required.

5.	To work under the direction of the Head of Year to provide support for the progress of identified pupils.
6.	To mentor and support individual learners as required to help achieve action plan targets.
7.	To provide first day contact regarding absence, to record late arrivals and action sanctions as required. To support the Student Services Reception and attendance office as required.
8.	To provide bespoke support for improving the behaviour of identified pupils.
9.	To monitor pupil attendance and progress and to intervene as necessary in order to ensure target achievement, including liaison with members of teaching staff to develop support and intervention strategies and programmes.
10.	To maintain regular contact with families through telephone calls, text messages, emails, face to face meetings and home visits to discuss issues relating to student performance including attendance, punctuality and attitudes to learning in line with college policies and procedures.
11.	To conduct circle time, restorative practice, counselling, behaviour modification and social & emotional programmes with small groups as necessary to resolve conflict and ensure a positive learning experience for all.
12.	To follow college systems and procedures relating to learners attendance, punctuality attitudes to learning and progress and to intervene as required with rewards and sanctions, recording activities and communicating with teachers, parent/carers and outside agencies as required. To issue and run detentions and make referrals for prosecution as necessary.
13.	To undertake registration and pastoral duties in the absence of the form tutor. To provide invigilation and support to meet the needs of learners during examinations. To accompany identified learners/groups of learners on visits, trips and out of college activities.
14.	The Health and Safety at Work etc. Act 1974 and associated legislation places responsibilities for health and safety on the college, as your employer and you as an employee of the college. In addition to the college's overall duties, the post holder has personal responsibility for their own health & safety and that of other employees.
GENERAL: The above principal accountabilities are not exhaustive and may vary without changing the character of the job or level of responsibility. The post holder must be flexible to ensure the operational needs of HCAT are met. This includes the undertaking of duties of a similar nature and responsibility as and when required, throughout the various work places in the Partner areas.	

DIMENSIONS:	
All sections should be completed	
1. Responsibility for Staff:	None
2. Responsibility for Customers/Clients:	<p>The post holder is responsible for the health, safety and welfare of pupils in their care.</p> <p>The post holder is responsible for the progress and intervention strategies for pupils in their identified cohort.</p> <p>The post holder is responsible for liaison with parent/carers and external agencies on matters relating to individual learners in their care.</p> <p>The post holder is responsible for the personal, behavioural, emotional, social and educational development of identified learners.</p>

3. Responsibility for Budgets:

None

4. Responsibility for Physical Resources:

The post holder is responsible for the day to day care and maintenance of equipment and resources within the working environment.

WORKING RELATIONSHIPS:

All sections should be completed

1. Within Service Area/Section:

Pupils, SLT, Academic & Pastoral Links, Departmental Staff, Technicians, Governors

The post holder will supervise and instruct pupils.

The post holder will liaise with teaching staff to support progress for an identified cohort of learners and ensure intervention activities are planned and implemented.

The post holder will provide pastoral care and guidance to identified pupils.

2. With Any Other Council & Partner Areas

HCA Primary Schools & St Mary's College, Hull.

The post holder will attend CAF's and multi-agency support meetings to ensure the success of the individual learners.

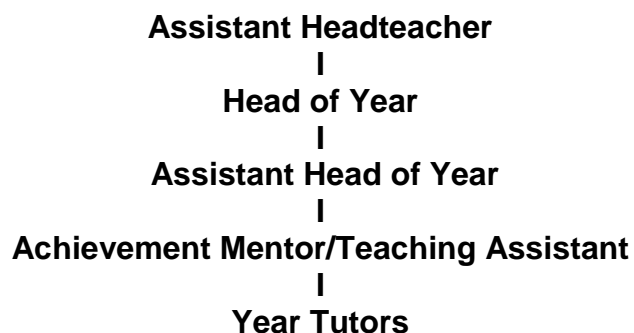
3. With External Bodies to the Partnership

Parents

The post holder will contact carers by letter, telephone, text message, email or face to face meetings to report and discuss progress, achievement, sanctions and interventions.

The post holder will be required to represent the college at multi-agency support meetings to report on progress and the future needs of individual pupils.

ORGANISATION CHART:



Tick relevant level for each

	category						Supporting Information (if applicable)
	Not applicable	Low	Moderate	High	Very High	Intense	
PHYSICAL DEMANDS: Physical Effort and/or Strain – (tiredness, aches and pains over and above that normally incurred in a day to day office environment).			X				Could involve the use of Team teach to restrain learners who are at risk of self harm or endangering the safety of others.
WORKING CONDITIONS: Working Conditions – (exposure to objectionable, uncomfortable or noxious conditions over and above that normally incurred in a day to day office environment).			X				Frequent exposure to negative or challenging behaviour.
EMOTIONAL DEMANDS: Exposure to objectionable situations over and above that normally incurred in a day to day office environment.			X				Contact with sensitive issues relating to individual pupils personal circumstances.

PERSON SPECIFICATION		Tick relevant column		List code/s*
		Essential	Desirable	How identified
<p>The information listed as essential (the column that is shaded) is used as part of the job evaluation process. The requirements identified as desirable are used for recruitment purposes only.</p> <p><i>*Codes: AF = Application Form, I = Interview, CQ = Certificate of Qualification, R = References (should only be used for posts requiring DBS's), T = Test/Assessment, P = Presentation</i></p>				
1.	Qualifications:			
	GCSE in English and Maths grade C or above	X		CQ
	Degree		X	CQ
	A Counselling qualification		X	CQ
	<i>If internal candidates do not currently hold these qualifications they must be willing to undertake them and will be required to achieve the Level 2 qualification and the Counselling qualification within one academic year of appointment.</i>			
	ECDL or Level 2 ICT qualification		X	CQ
	First Aid Qualification		X	CQ
2.	Relevant Experience:			
	Proven experience of working in an educational/ social care or the voluntary support sector.		X	AF / R
	Experience of working with children in the private, public and voluntary sector.	X		AF / R
	Experience of working with young people who may be vulnerable or have behavioural challenges.		X	AF / R

PERSON SPECIFICATION		Tick relevant column		List code/s*
		Essential	Desirable	How identified
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	Successful experience of working in partnership with agencies delivering services for young learners and their families.		X	AF / R
	Experience of working unsupervised with individuals/groups of learners.		X	AF / R
3.	Skills (including thinking challenge/mental demands):			
	Motivation to work with children and young people.	X		I / R
	Ability to form and maintain appropriate relationships and personal boundaries with children, young people and parent/carers.	X		I / R
	Ability to deal with variable work situations, analyse situations and plan appropriate interventions to achieve desired outcomes.		X	I / R
	Ability to work independently and / or contribute to a high quality service, as part of a team, valuing and respecting the wide range of approaches from professional colleagues.	X		I / R
	Ability to work to tight deadlines.	X		R
	Ability to resolve conflict and reengage all parties in learning.	X		I / R
4.	Knowledge:			
	Knowledge and commitment to safeguarding and promoting the welfare of children and young people.	X		CQ / R
	Knowledge of the law relating to attendance in education fro a learner aged 16 and below.		X	AF / I / R
	Knowledge and commitment to policies and procedures relating to the attitudes to learning and expected behaviour within the college.	X		I / R
	A working knowledge of counselling techniques and the ability to support individuals through difficult or challenging situations.		X	I / R
	An understanding of why equality of opportunity is the right of each individual.	X		I
5.	Interpersonal/Communication Skills:			
	Verbal Skills			
	Ability to develop effective partnerships	X		I / R
	Ability to establish professional, effective working relationships with a range of partners/colleagues and children & young people.	X		I / R
	Ability to interact using influencing skills, negotiating and training pupils in order to achieve target grades.	X		I / R
	Ability to discuss difficult situations and personal information with carers.	X		I / R
	Ability to negotiate and rebuild relationships through circle time, restorative practice and conflict resolution.	X		R
	Ability to represent the college at Multi-agency support meetings to discuss the progress and future needs of individual learners.	X		I
	A good telephone manner in order to act as the first point of contact for parent/carers on the help desk and attendance line.			I/R
	Written Skills			

PERSON SPECIFICATION		Tick relevant column		List code/s*
<p>The information listed as essential (the column that is shaded) is used as part of the job evaluation process. The requirements identified as desirable are used for recruitment purposes only.</p> <p><i>*Codes: AF = Application Form, I = Interview, CQ = Certificate of Qualification, R = References (should only be used for posts requiring DBS's), T = Test/Assessment, P = Presentation</i></p>		Essential	Desirable	How identified
			Ability to produce basic written/email correspondence conveying simple instructions, guidance or information to parent/carers or in the form of a progress report to line managers.	X
	Ability to produce sensitive behavioural or progress information to a range of audiences.	X		R
6.	Other:			
	None			
<p>The requirements listed below are not considered during the job evaluation process, but are essential requirements for the role that will be assessed during the recruitment process.</p>				
7.	Competencies: Not applicable			
8.	Additional Requirements:			
	Must be able to attend Academic review session, Parental information/consultation sessions and training events as required.	X		I
	Must be able to attend multi agency support meetings at various locations within the city.	X		I
	Must be able to maintain a high level of confidentiality.	X		I / R
9.	Disclosure of Criminal Record:			
	The successful candidate's appointment will be subject to The Marvell College obtaining a satisfactory Enhanced & Barring List Disclosure from the Disclosure & Barring Service (if ticked as an essential requirement).	X	N/A	DBS Disclosure
	If the postholder requires a DBS disclosure the candidate is required to declare full details of everything on their criminal record.	X	N/A	AF(after short listing)
	If the postholder does not require a DBS disclosure the candidate is required to declare unspent convictions only.		N/A	AF(after short listing)

DISCLOSURE OF CRIMINAL RECORD
Information Sheet

Level of Disclosure For Post	What Information the Council Requires
Declaration of unspent convictions	If you have a criminal record, you are required to provide, with your job application form, details of anything on your record which is unspent ¹ under the Rehabilitation of Offenders Act.
Basic	<p>You are required to provide, with your job application form, details of any unspent convictions. You are also required to provide The Marvell College with details of any prosecutions pending.</p> <p>If you are offered the post, this will be subject to you receiving a satisfactory Basic Disclosure from Disclosure Scotland. As The Marvell College do not receive a copy of a Basic Disclosure you will be required to present the disclosure to the Recruitment Team.</p>
Standard Disclosure	<p>You are required to provide, with your job application form, full details of everything on your criminal record, including details of all spent¹ convictions. You are also required to provide The Marvell College with details of any prosecutions pending</p> <p>If you are offered the post, this will be subject to The Marvell College obtaining a satisfactory³ Standard Disclosure from the Disclosure & Barring Service (DBS)⁴. The DBS will also send you a copy of the Disclosure. This will give details of everything on your criminal record, including cautions, reprimands and final warnings, as well as convictions.</p>
Enhanced Disclosure	<p>You are required to provide, with your job application form, full details of everything on your criminal record, including details of all spent¹ convictions. You are also required to provide The Marvell College with details of any prosecutions pending.</p> <p>If you are offered the post, this will be subject to The Marvell College obtaining a satisfactory³ Enhanced Disclosure from the Disclosure & Barring Service (DBS)⁴. The DBS will also send you a copy of the Disclosure. This will give details of everything on your criminal record, including cautions, reprimands, final warnings, convictions and any other information held by the police which is relevant to the position you have applied for.</p>
Enhanced Disclosure & Barring List Check	<p>You are required to provide, with your job application form, full details of everything on your criminal record, including details of all spent¹ convictions. You are also required to provide The Marvell College with details of any prosecutions pending. A check will be made of the relevant government barred lists (children and/or adults).</p> <p>If you are offered the post, this will be subject to The Marvell College obtaining a satisfactory³ Enhanced Disclosure from the Disclosure & Barring Service (DBS)⁴. The DBS will also send you a copy of the Disclosure. This will give details of everything on your criminal record, including cautions, reprimands, final warnings, convictions and any other information held by the police which is relevant to the position you have applied for.</p>

Notes:

- 1 The table at the end of this information sheet gives details of what is meant by "spent" and "unspent". If you are still unclear as to what information you should provide, please contact Employee Services for advice
- 2 If a person is convicted of an offence against a child and a qualifying sentence is imposed by a senior court in respect of the conviction, the court must order the individual to be disqualified from working with children, unless, given all the circumstances, the court is satisfied that it is unlikely that the individual will commit any further offence against a child.

The same applies to charges/convictions for equivalent armed forces offences.

The Council must not knowingly offer work in a regulated position to anyone who is the subject of a Disqualification Order. It is also illegal for anyone who is the subject of a Disqualification Order to apply for work in a regulated position.

- 3 In this context, "satisfactory" means containing no offences relevant to the post, which would render you unsuitable
- 4 The Disclosure & Barring Service (DBS) is a Government agency which handles the Disclosure Service through which criminal record information can be checked by potential employers and other organisations. Further details about the DBS, including their Code of Practice, are available from their website at www.DBs.gov.uk or from: DBS, PO Box 91, Liverpool L69 2UH.

Government Department Lists

The DBS's Standard Disclosure and Enhanced Disclosure include, where relevant, a check against Government Department lists of people unsuitable for work with children and vulnerable adults e.g. Department for Education and Skills' List 99 or Department of Health's Protection of Children Act List (PoCAL)

Obtaining A DBS Disclosure

If you are offered the post, The Marvell College will let you know what needs to be done.

If a Standard or Enhanced Disclosure is required, you will be asked to sign a DBS Disclosure application form and to provide verification of your identity. You will receive a copy of the information the DBS discloses to The Marvell College.

Costs

The DBS charges a fee for each Disclosure. Where the Disclosure is required by The Marvell College, The Marvell College will pay the fee.

SPENT/UNSPENT CONVICTIONS - REHABILITATION PERIODS

The following sentences become spent after fixed periods from the date of the conviction (not the completion of the punishment).

Sentence ¹	Rehabilitation Period People aged 17 or under when convicted	Rehabilitation Period People aged 18 or over when convicted
Prison sentences ² of 6 months or less	3½ years	7 years
Prison sentences of more than 6 months to 2½ years	5 years	10 years
Borstal (abolished in 1983)	7 years	7 years
Detention Centres (abolished in 1988)	3 years	3 years
Fines, compensation, probation ³ , community service/community punishment orders, combination orders ⁴ , action plan, drug treatment and testing and reparation orders	2½ years	5 years
Absolute discharge	6 months	6 months

The Crime and Disorder Act 1998 introduced a new custodial sentence for young people with different rehabilitation periods:

Sentence	Rehabilitation Period People aged 12,13 or 14 when convicted	Rehabilitation Period People aged 15,16 or 17 when convicted
Detention and training order of 6 months or less	1 year after the order expires	3½ years
Detention and training order of more than 6 months	1 year after the order expires	5 years

With some sentences the rehabilitation period varies:

Sentence	Rehabilitation period
Probation ⁵ , supervision, care order, conditional discharge and bind-over	1 year or until the order expires (whichever is longer)
Secure training (abolished in 2000) and attendance centre orders	1 year after the order expires
Hospital order (with or without a restriction order)	5 years or 2 years after the order expires (whichever is longer)
Referral order	Once the order expires

¹ Cautions, reprimands and final warnings become spent immediately

² Including suspended sentences, youth custody and detention in a young offender institution

³ For people convicted on or after 3.2.95. Probation orders are now called community rehabilitation orders

⁴ Combination orders now called community punishment and rehabilitation orders

⁵ For people convicted before 3.2.95