



A student centred learning community

Everyone a leader, everyone a learner.



ACE Support Worker

37 hours and Permanent

B1: £18,426 - £19,171 Full Time

B1: £15,109 - £15,720 Actual

Required as soon as possible

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roydsschool



@roydsschool

Headteacher's Welcome

Our staff team is our greatest asset; I am incredibly proud of them and the impact that they have on our students. Everyone at Royds is a leader and a learner and we value everyone equally, regardless of the role

I would like to thank you for taking the time to read our application pack, we appreciate that applying for jobs is a time consuming process. Please get in touch if you have any questions.



Recruitment Timeline

Closing Date:

17/06/19





ACE Support Worker Job Description

Post Title:	ACE Support Worker
Grade:	B1: £18,426 - £19,171 full time B1: £15,109 - £15,720 for term time only
Conditions:	Term time only and permanent. Two additional INSET days must be worked during the school year. 37 hours per week which will be 8.00-16.00 (15.30 on Fridays) unless otherwise agreed.
Accountable to:	Responsible to the Headteacher and SENCO
Accountable for:	N/A

Purpose of the Job

- Working with students, staff and parents to maximise student achievement and success.
- Promote the inclusion and acceptance of all students within the classroom, supporting staff in all ways.
- Take a lead role in supporting for children with educational special needs in the mainstream classroom.
- Encourage students and help devise strategies that will help to students succeed.
- Deliver one to one sessions at Key Stage 3 and 4 to help students with SEN overcome barriers to learning.

Responsibilities

Signpost 1	All learning good or outstanding
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- Within an agreed system of supervision, work with the teacher to develop lessons, work plans and the classroom environment.
- Work under the direction of class teachers and the SENCO to encourage students to take responsibility for their learning.
- When needed, differentiate teaching activities to make them accessible for SEN learners.
- Support the use of ICT and other learning support mechanisms in activities and develop students' competence and independence in its use.

Signpost 2	Student outcomes.
<ul style="list-style-type: none"> ▪ Assist with recording the progress of children through exams, tests and informal assessments. ▪ Give feedback on the achievements of students to colleagues and report on student outcomes. ▪ Use appropriate tracking systems to monitor the progress of identified cohorts. This may be Wave 3 one to one intervention such as B Squared within a quality first environment. 	
Signpost 3	Students feel safe, supported and included.
<ul style="list-style-type: none"> ▪ Be aware of and support differences and ensure all students have equal access to opportunities to learn and develop and contribute to overall ethos, work and aims of the school. ▪ Establish and develop productive working relationships with students acting as a role model and developing 1:1 mentoring arrangements and providing support for distressed students. ▪ Promote positive values, attitudes and good student behaviour, dealing promptly with conflict and incidents in line with established policy and encourage students to take responsibility for their own behaviour. ▪ Supervise and provide particular support for students, including those with special needs, ensuring their safety and access to learning activities ▪ Establish and maintain constructive relationships with parents/carers by: <ul style="list-style-type: none"> ▪ supporting their role in students' learning, ▪ providing constructive feedback on students' progress and achievements, ▪ facilitating their support for their child's attendance and, ▪ supporting home to school/community links. ▪ Working in conjunction with the SENCO, develop behaviour strategies for students. ▪ Be proactive in managing behaviour and promote self-control, independence and integration. ▪ Accompany teachers and classes on educational visits. ▪ Establish constructive relationships and communicate with other agencies / professionals, in liaison with the SENCO, to support achievement and progress of students. ▪ Contribute to the identification and running of appropriate out of school learning activities which consolidate and extend work carried out in class. 	

Signpost 4	Preparing everyone for their future.
<ul style="list-style-type: none"> ▪ Promote independence and employ strategies to recognised and reward achievement and self-reliance. ▪ Assist in the support, preparation and facilitation of access arrangements as a regular way of working. ▪ Assist students in transition work visiting local primary schools and / or Post 16 providers where necessary. 	
Signpost 5	Closing the gap.
<ul style="list-style-type: none"> ▪ Assist the SENCO in identifying gaps in learning. ▪ Assist the SENCO in preparing and disseminating student profiles. ▪ Assist in developing strategies to help students overcome barriers to learning by assisting the SENCO in the plan, do and review process. ▪ Liaise with parents and carers regarding the success or progress of academic and / or pastoral interventions. ▪ Assist the SENCO in collating and writing academic and pastoral reports required for statutory reviews and external agencies. 	
Signpost 6	Attendance.
<ul style="list-style-type: none"> ▪ Mentor and monitor the attendance of identified students on the SEN register acting in a pastoral key worker role. ▪ Work in conjunction with the pastoral team to enhance the attendance of SEN students. Where necessary liaise with parents/carers to overcome any barriers to absence. ▪ Act as a role model by modelling outstanding attendance and resilience. 	
Signpost 7	A site and services that promote welfare and enhance the student experience.
<ul style="list-style-type: none"> ▪ Provide other administrative support including dealing with photocopying, correspondence, compilation / analysis / reporting on attendance, exclusions etc, making phone calls and liaison with relevant bodies (for example, feeder schools). ▪ Work with class teachers in dealing with finished work and preparing displays and filing work. 	
Signpost 8	All students with at least chronological reading age.
<ul style="list-style-type: none"> ▪ Work with students on specific literacy interventions such as Read, Write, Inc or Emotional Literacy Programme. ▪ Work with and encourage students to use decoding and encoding strategies to read independently. 	

Personal and professional conduct.

- Manage and prioritise your own workload in line with service requirements.
- Share corporate responsibility for the implementation of school policies and practices.
- Be a role model for students through personal presentation and professional conduct. To contribute to the ethos of the school, in all areas of contact and responsibility, in relationships with staff and students.
- Establish effective working relationships with professional colleagues.
- Attend and participate in regular meetings, and in training and other activities as required.
- Attend meetings with line managers as required.
- Demonstrate a commitment to continuous development, identify opportunities for professional development and undertake training opportunities where appropriate.
- Ensure promotion and support of Equal Opportunities and Health and Safety.
- Present a positive personal image, contributing to a welcoming school environment.
- Maintain confidentiality inside and outside the school.
- Any other duties as required by the Headteacher.

Safeguarding

- Ensure appropriate / relevant safeguarding policies and measures for all staff and students are in place and reviewed.
- Contribute to the safeguarding and promotion of the welfare and personal care of children and young people with regard to safeguarding procedures.
- Be aware of and comply with policies and procedures relating to child protection, health and safety, security and confidentiality, reporting all concerns to an appropriate person.

Relationships

The post-holder will be required to work flexibly to deliver an efficient service. There will be regular contact with students, colleagues, other members of staff, line managers and internal and external customers.

Physical Conditions

The post is currently based at Royds School which has access by stairs and is accessible by disabled persons to the ground floor by a portable ramp on request.

The school operates a non-smoking policy.

Economic Conditions

Grade:	B1
Conditions:	NJC Terms and Conditions apply.

Safeguarding

Royds School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

This post is subject to an enhanced Disclose and Barring Service check and Prohibition List check.

Prospects

Whilst there is no automatic progression to any more senior posts, opportunities do exist for advancement and promotion, dependent upon normal staff movements and on the capabilities of the individual post holder.

The school encourages training both in-house and external to meet the needs of the individual and of the school.

Conclusion

The job description is current but recognises that while every effort has been made to explain the main duties and responsibilities, each individual task may not be identified. It is recognised that technological changes and advancements make it impossible. Therefore, in consultation with the post holder, it may be amended to reflect or anticipate the changes in the role.

Job description prepared by:	Kate Davison	24/05/19
Job description reviewed by:	Claire Robbins	24/05/19



ACE Support Worker: Employee Specification

Post Title:	ACE Support Worker
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In order to effectively undertake the responsibilities required for the above role (see job description), the attributes below have been identified as important for the post holder. These attributes will be identified by means of the application, interview and references as appropriate.

Mode of Assessment	A = Application, I = Interview, C = Certificate, O = Observation, T = Task	Essential	Desirable
Qualifications			
A	Demonstrable levels of numeracy and literacy equivalent to GCSE (A-C).	X	
A	Attend induction training as appropriate and training relevant to the post, including behaviour management and Child Protection training.	X	
A	Evidence of specialism in specific curriculum areas or areas of particular learning difficulty.		X
Experience			
A I	Experience of working with students with additional needs.	X	
A I	Experience of meeting the needs of the full range of learners and implementing effective strategies to develop independent learning for all students.		X
A	Experience of working in a school.		X
A I	Experience of teaching small groups of students.		X
A I	Experience of organising work tasks and duties to meet appropriate service standards e.g. in terms of timeliness, accuracy and customer care	X	

Mode of Assessment	A = Application, I = Interview, C = Certificate, O = Observation, T = Task	Essential	Desirable
Skills			
T I	Ability to relate well to children and adults.	X	
A I	Can use ICT effectively to support learning.	X	
A T I	Effective oral and written communication skills.	X	
A I	Excellent interpersonal skills both in working relationship with young pupils and in forming effective professional relationships with a wide range of contacts.	X	
A I	Work constructively as part of a team, understanding classroom roles and responsibilities and own position within these.	X	
A I	Effective use of a range of appropriate behaviour management techniques/strategies with children.		X
A I	Have an empathy and understanding of the needs of vulnerable children and their families	X	
A I	Ability to support quality first teaching e.g. liaising with classroom teachers to plan and implement appropriate strategies for SEN learners.		X
Knowledge			
A I	Knowledge and understanding of different types of SEN and the Code of Practice.		X
A I	Understanding of the principles of child development and learning processes and, in particular, barriers to learning and support arrangements.		X
Personal Attributes			
A I	Passion for literature, language and learning.	X	
A I	Willing to take personal responsibility and abide by the School's Equal Opportunities and Health and Safety Policy.	X	
A I	Flexibility and willingness to be adaptable in addition to being accessible, approachable and demonstrating an enthusiastic attitude.	X	
A I	High levels of honesty and integrity and an awareness of the importance of confidentiality	X	
A I	Be a good role model to children and families.	X	

Mode of Assessment	A = Application, I = Interview, C = Certificate, O = Observation, T = Task		Essential	Desirable
	Safeguarding Children			
A I	Ability to maintain appropriate relationships and personal boundaries with children and young people.		X	
A I	Emotional resilience when working with challenging behaviours and appropriate attitude to the use of authority to maintain discipline.		X	
A I	Understanding of the importance of safeguarding and child protection and its impact on this role.		X	

Royds School is committed to safeguarding and promoting the welfare of its students and expect all staff and volunteers to share the commitment. Appointments will be subject to an enhanced DBS with barred list check as well as a Prohibition List check.

Job description prepared by:	Kate Davison	24/05/19
Job description reviewed by:	Claire Robbins	24/05/19



Staff Voice

I am proud to be part of a school that lives its values, and develops its students' love of learning.

Royds