



<b>Post title:</b>	Specialist Teaching and Learning Assistant – Focus Room
<b>Grade:</b>	Grade 8
<b>Job Family:</b>	Student Support Services
<b>Responsible to:</b>	Head of Focus Room
<b>Hours of work:</b>	31¼ hours per week  Monday: 8.30am – 3.15pm with 30 minutes for lunch Tuesday: 8.30am – 3.15pm with 30 minutes for lunch Wednesday: 8.30am – 3.15pm with 30 minutes for lunch Thursday: 8.30am – 3.15pm with 30 minutes for lunch Friday: 8.30am – 3.15pm with 30 minutes for lunch
<b>Weeks of contract:</b>	39 weeks per annum (being 38 weeks of term time plus 1 week of INSET days)
<b>Flexible working:</b>	Flexible working is not available in this post

## Role Description

### Purpose of the Post

- To supervise and support students in the Focus Room, with the support of senior staff, helping to maintain the routines and expectations in the area
- To implement agreed work programmes both within and out of the classroom, in accordance with Inclusion Plans, with individuals / groups, enabling students to access learning activities and structured programmes, overcoming barriers to learning
- To support access to learning for students and provide support to teachers/senior staff in the management of students in the Focus room or ACCESS (Alternative Curriculum Centre for Extended Student Support) or any setting where teaching and learning takes place
- To assist the Head of Focus Room in facilitating the smooth running of the focus room on a day-to-day basis

## Key Tasks and Responsibilities

- To work under the guidance and overall supervision of teaching staff and/or senior staff which may, on occasion, NOT be direct
- To work independently within the Focus Room supervising and supporting students in groups or one-to-one, in accordance with their Inclusion and or Support Plan. This may include longer programmes of study
- To supervise students in the Focus Room, with the support of senior staff, helping to maintain the routines and expectations in the area
- To collate work from key teaching staff and to organise Focus Room resources to enable tailored work to be provided to Key Stage 3 and Key Stage 4 students
- To assist the Head of Focus Room in facilitating the smooth running of the Focus Room working environment
- To keep records and to input, collate and organise data as required
- To prepare and disseminate data on the use of the Focus Room to SLT and pastoral leads as required.
- To liaise with staff in respect of curriculum input and student behaviour
- To liaise with the school office as required
- To work with students to enable them to access the mainstream curriculum or an agreed alternative curriculum
- To deliver programmes and monitor the student's response to the learning activities and where necessary modify or adapt the activities as agreed with the class teacher and/or Head of Focus Room to achieve the intended learning outcome
- To be able to plan and develop differentiated learning activities and have awareness of child development and pupil learning
- To be able to accurately record and report on the development, progress and attainment of students. This includes marking work in accordance with the school policy and providing feedback to students and teachers
- To support and provide care and welfare for students in the Focus Room who may have complex disabilities, SEN needs, medical needs, behaviour and/or emotional difficulties or social development needs, to enable them to participate in learning activities
- To implement structured learning programmes for students in the Focus Room who may have complex disabilities, SEN needs, medical needs, behaviour and/or emotional difficulties or social development needs to enable them to develop relationships with others and to participate in learning activities
- To monitor, maintain and develop curriculum resources in the Focus Room for use with a wide range of students at all ages of secondary school who have a wide range of needs.
- To keep and update records for key worker groups in line with school policy, planning and assessment
- To supervise students in the Focus Room outside usual school hours including before school and during lunchtimes as required
- To liaise with a range of outside agencies around the needs of students and to communicate these to staff
- To liaise with, and establish productive working relationships with pastoral staff and parents to ensure the attendance, well-being and academic development of students
- To establish productive working relationships with students, acting as a role model and setting high expectations. This includes supporting students consistently, while recognising and responding to their individual needs, promoting independence and employing strategies to recognise and reward achievement and self-reliance
- To promote student re-integration after fixed term exclusion and to help to implement the individual re-integration plan

- To assist with the production and review of student Inclusion Plans as appropriate
- To liaise with Office and Finance staff and the Cover Manager on behalf of the Focus Room as appropriate to ensure good absence reporting and adequate cover for students.
- To be able to use a range of assessment materials and carry out diagnostic assessments of students and ensure the collation of results and communication to other staff under teacher guidance

### **Common tasks and responsibilities**

- To contribute to the management of children and young people's behaviour, dealing with any disruption and report to pastoral staff any difficulties unable to overcome
- To provide specialist skills as appropriate (i.e. literacy and numeracy), contribute to the planning of learning activities, undertake work/core/support programmes to enable access to learning
- To contribute to maintaining children and young people's records
- To work with students as individuals or small groups on study or support programmes, withdrawn from mainstream under the direction of Head of Focus Room
- To enable students to maintain appropriate personal and social organisation
- To encourage students to interact and work co-operatively with each other
- To accompany students on educational visits as appropriate
- To assist with the development and implementation of student support plans as appropriate
- To respond knowledgeably to any questions from students, staff or parents about process and procedures
- To promote the inclusion of all students as part of the school's behaviour policy
- To attend meetings (faculty, staff, pastoral, annual reviews, multi-agency etc) at the request of the Head of Focus Room as appropriate
- To carry out other duties which may be reasonably requested by the Head of Focus Room from time to time
- To undertake training as required at the request of the Head of Focus Room

### **Line management or supervisory responsibilities (if applicable)**

- May allocate some day-to-day tasks to other staff requiring some supervisory responsibility

### **Supervision received (if applicable)**

- Supervision by the member of senior staff on call
- Line manager is the Head of Focus Room

### **Corporate Responsibilities**

- To be aware of and comply with school policies and procedures
- To work towards the school vision and in support of the school's ethos and aspirations
- To comply with the school Code of Conduct
- To comply with health and safety policies and procedures
- To maintain confidentiality and observe data protection and associated guidelines

- To receive safeguarding training and comply with school policies and procedures
- To carry out the duties and responsibilities of the post in compliance with the Equalities Act and the school's equal opportunities policies
- To act with honesty and integrity and in accordance with the school's financial regulations
- To act appropriately and professionally, and to treat others with courtesy, respect and consideration

## Person Specification

**A – application form R- references I – interview T – task**

Knowledge and Skills	Essential / Desirable	Evidence
<ul style="list-style-type: none"> <li>• Evidence of ability to effectively work within a team to successfully address the needs of young people</li> </ul>	<b>E</b>	<b>ARI</b>
<ul style="list-style-type: none"> <li>• Evidence of having co-ordinated the learning of students when not under direct teacher supervision</li> </ul>	<b>E</b>	<b>ARI</b>
<ul style="list-style-type: none"> <li>• Ability to co-ordinate and ensure the adequate level of supervision and good behaviour of and students with behaviour and/or emotional difficulties or social development needs</li> </ul>	<b>D</b>	<b>ARI</b>
<ul style="list-style-type: none"> <li>• Ability to manage challenging behaviour in accordance with school policies</li> </ul>	<b>E</b>	<b>ARI</b>
<ul style="list-style-type: none"> <li>• Ability to assist students in making successful transitions between key stages, educational establishments and aid progression through the school as necessary</li> </ul>	<b>D</b>	<b>ARI</b>
<ul style="list-style-type: none"> <li>• Ability to identify potential barriers to learning and help to plan strategies to overcome these</li> </ul>	<b>D</b>	<b>ARI</b>
<ul style="list-style-type: none"> <li>• Ability to establish and develop one-to-one/small group working of students and set targets for development as part of the learning action planning process. Ability to produce individual/group action plans for students and implement and evaluate as appropriate</li> </ul>	<b>E</b>	<b>ARI</b>
<ul style="list-style-type: none"> <li>• Ability to manage, motivate and support students who may have complex disabilities, SEN needs, medical needs, behaviour and/or emotional difficulties or social development needs, to enable them to develop relationships with others and to participate in learning activities</li> </ul>	<b>E</b>	<b>ARI</b>
<ul style="list-style-type: none"> <li>• Possession of good ICT and organisational skills with an ability to manage and maintain all appropriate electronic and paper records as requested by the Head of Focus Room. Willingness to attend further training in this area</li> </ul>	<b>D</b>	<b>ARI</b>
<ul style="list-style-type: none"> <li>• Ability to communicate effectively to a range of staff, students and outside agencies and to effectively work with a range of agencies to promote the learning and progress of young people</li> </ul>	<b>E</b>	<b>ARI</b>

<ul style="list-style-type: none"> <li>Initiative and judgement to know when to request further advice in order to maintain student progress</li> <li>Understanding of a range of SEN and behaviour needs and their implications for student support</li> <li>Full working knowledge of relevant policies/codes of practice and awareness of legislation</li> <li>Ability to work accurately under pressure and to meet deadlines</li> <li>Ability to use a range of diagnostic assessments in relation to student needs.</li> </ul>	D	ARI
	E	ARI
	D	ARI
	D	ARI
	D	ARI

Personal Qualities	Essential / Desirable	Evidence
<ul style="list-style-type: none"> <li>Able to communicate tactfully, diplomatically, professionally and effectively in a range of ways with a range of stakeholders including staff, students, parents and external advisors and providers</li> <li>Ability to communicate effectively to engage and influence students and to be an active listener</li> <li>Able to work co-operatively as part of a team and to form good working relationships</li> <li>Patient and approachable</li> <li>Willing to undertake training and to share knowledge and expertise with other staff</li> <li>Takes care and pride in all work, and has good attention to detail</li> <li>Systematic, well-organised and able to manage time effectively</li> <li>Able to work accurately and calmly under pressure and to manage deadlines</li> <li>Flexible and adaptive to changing circumstances and requirements</li> </ul>	E	ARI
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Qualifications	Essential / Desirable	Evidence
<ul style="list-style-type: none"> <li>Grade C or above in GCSE English or equivalent</li> <li>Grade C or above in GCSE Maths or equivalent</li> <li>5 GCSEs grades A* - C or equivalent</li> <li>Further qualifications (A Level, L3 or above)</li> </ul>	E	ARI
	E	ARI
	D	ARI
	D	ARI

Corporate Competencies	Essential / Desirable	Evidence
<ul style="list-style-type: none"> <li>General knowledge and understanding of the requirements of a school environment</li> <li>Ability to relate to students aged 11 to 18</li> <li>Punctuality and reliability</li> <li>Understanding of the importance of safeguarding and the welfare of children, and a commitment to remaining</li> </ul>	E	ARI
	E	ARI
	E	ARI
	E	ARI

up to date with requirements of the role in this area		
• Understanding of the importance of financial rules and procedures and a commitment to remaining up to date with the requirements of the role in this area	<b>E</b>	<b>ARI</b>
• Understanding of the importance of health and safety rules and procedures and a commitment to remaining up to date with the requirements of the role in this area	<b>E</b>	<b>ARI</b>
• Understanding of the importance of Equalities Act requirements and a commitment to remaining up to date with the requirements of the role in this area	<b>E</b>	<b>ARI</b>
• Understanding of the need for confidentiality and knowledge of data protection principles	<b>E</b>	<b>ARI</b>

Signed and Dated by Post Holder
<p>Signed: _____</p> <p>Name: _____</p> <p>Date: _____</p>