



Beacon Academy Trust

A COMPELLING VISION FOR SUCCESS

Beacon Campus

Student Support Leader

Thank you for expressing an interest in becoming a Student Support Leader at Beal High School.



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Beal High School

Student Support Leader

30 hours per week, term time only

From £13,197

Required: ASAP

Closing date: 30 November 2017

This is an outstanding school. "Exemplary behaviour, mutual respect and a highly inclusive culture are key contributory factors' (*Ofsted 2012*)

We are seeking to appoint a Student Support Leader to work under the guidance of teaching staff to support students in and out of the classrooms. This role will suit someone who is considering a career in teaching and wants to gain some experience in a school prior to applying to train to be a teacher, potentially in our School Direct Programme. Experience of working with young people is preferred as this role will demand the skills and personal qualities needed to maintain a calm and orderly learning environment

The Trust is committed to safeguarding and promoting the welfare of young people and expects all members of staff to share this commitment. The below documents must be read prior to applying for this role and will be factored into interviews:

[Keeping Children Safe in Education](#)

[BMAT – Safeguarding and Child Protection Policy](#)

Enhanced DBS (with list checks) is required for this post.

Further information and an application form can be found at www.bealhighschool.co.uk Please forward your electronic applications to beasuccess@beaconacademytrust.co.uk

Please note we reserve the right to close or extend this position depending on application numbers, therefore we would urge candidates to submit an application as soon as possible.

Student Support Leaders

Purpose of role

The primary role of the Student Support Leader is to work with teachers to raise the learning and attainment of pupils while also promoting their independence, self-esteem and social inclusion. They give assistance to pupils so that they can access the curriculum, participate in learning and experience a sense of achievement.

General duties and responsibilities

- Have proper and professional regard for the ethos, policies and practices of the school
- Demonstrate positive attitudes, values and behaviours to develop and sustain effective relationships with the school community. [That respects individual difference and cultural diversity.](#)
- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person
- Attend and participate in regular meetings; participate in training and other learning activities as required
- Commit to improve your own practice through self-evaluation and awareness; recognise own strengths and areas of expertise and use these to advise and support others
- Share responsibility for ensuring that your own knowledge and understanding is relevant and up to date by reflecting on your own practice, liaising with school leaders, and identifying relevant professional development to improve personal effectiveness.
- Take opportunities to acquire the appropriate skills, qualifications, and/or experience required for the Student Support Leader role, with support from the school.
- Demonstrate expertise and skills in understanding the needs of all pupils (including specialist expertise as appropriate) and know how to contribute effectively to the adaptation and delivery of support to meet individual needs.
- Determine the need for, prepare and maintain general and specialist equipment and resources
- Demonstrate a level of subject and curriculum knowledge relevant to [your](#) role and apply this effectively in supporting teachers and pupils.
- Understand your role and responsibilities within the classroom and whole school context recognising that these may extend beyond a direct support role.
- Implement structured programmes for small groups, monitoring engagement, assessing progress at regular points and reviewing the inclusion of students in the programme.
- Administer baseline or programme specific assessments for screening or part of reviewing student progress
- Provide exam support through scribing, reading or invigilation for students where access arrangements are required or where this is required in preparation for assessments.
- Share responsibility for the progress of key students in subjects where you support consistently
- Assist with the development and implementation of Student Passports
- Demonstrate an informed and efficient approach to teaching and learning by adopting relevant strategies support the work of the teacher and increase achievement of all students
- Promote, support and facilitate an inclusive environment by encouraging participation of all pupils in learning and co-curricular activities.

- Undertake planned supervision of pupils' out of school hours learning activities, [on trips and out of school activities as required.](#)
- Use effective behaviour management strategies consistently in line with the school's policy and procedures. [This may include organising and managing physical space and resources to ensure a safe and stimulating learning environment.](#)
- Contribute to effective assessment and planning by supporting the monitoring, recording and reporting of pupil performance and progress as appropriate
- Communicate effectively and sensitively with pupils to adapt to their needs and support their learning.
- Recognise and respect the role and contribution of other professionals, parents and carers by liaising effectively and working in partnership with them.
- With the class teacher, keep other professionals accurately informed of performance and progress or concerns you may have about the pupils they work with.
- Understand your responsibility to share knowledge to inform planning and decision making.
- Understand your role in order to be able to work collaboratively with classroom teachers and other colleagues, including specialist advisory teachers.
- Communicate your knowledge and understanding of pupils to other school staff and education, health and social care professionals, so that informed decision making can take place on intervention and provision.

The above mentioned duties are neither exclusive nor exhaustive, duties and responsibilities of the post may change as requirements and circumstances change. The post holder may be required to carry out such other duties as requested by management that are broadly within the level of the post.

Technical & Behavioural Criteria

	Essential (E) Desirable (D)	Application (A) Interview (I) Reference (R)
Qualifications/Training		
1. Evidence of relevant professional development and qualifications.	E	A/I/R
2. Degree	D	A/I/R
3. ICT competency to Level 2 or equivalent in Microsoft Office, digital imaging, internet and use of IWB	D	A/I/R
4. Demonstrable levels of numeracy & literacy equivalent to GCSE (A-C) or NVQ Level 2.	E	A/I/R
5. Willingness & ability to obtain &/or enhance qualifications &/or training for development in this post.	E	A/I/R
6. NVQ 3 for Teaching Assistants or equivalent qualification or experience	E	A/I/R
Experience/Knowledge		
7. Working knowledge of national/foundation stage curriculum and other relevant learning programmes/strategies	D	A/I/R
8. Understanding of principles of child development and learning processes	D	A/I/R
9. Awareness of strategies and approaches relevant to teaching pupils with SEBD/complex learning difficulties.	E	A/I/R
10. Extensive Behaviour management strategies.	E	A/I
11. Experience of working as a Teaching Assistant or equivalent experience of working with children or young people	D	A/I
12. Experience of working with pupils with special needs.	D	A/I/R
13. Experience of re-integrating pupils into mainstream.	D	A/I/R
Skills & Attributes		
14. Ability to apply up to-date legislation and practice in supporting inclusion for disaffected pupils.	D	A/I
15. Flexibility to deal with diverse needs of the post.	D	A/I
16. Ability to relate well to children and adults	E	A/I
17. Friendly and personable, able to communicate well with others	E	A/I
18. Ability to work well within a team, and support colleagues	E	A/I/R
19. Self-motivating and proactive	E	A/I
20. Reliable, respectful and confident	E	A/I
21. Ability to self-evaluate learning needs and actively seek learning opportunities	E	A/I

