

POST: Student Support Base Co-ordinator

RESPONSIBLE TO: Assistant Director

LEVEL: Grade 4

CORE PURPOSE: To be responsible for leading, developing and managing the Student Support Base. The post will involve making a positive and active contribution to the Academy's Inclusion agenda. To supervise whole classes during the absence of teachers, ensuring students are on task, good order is maintained and that the content of the lesson provided by the Learning Director is delivered.

JOB DESCRIPTION: The job description will be reviewed regularly to reflect, or anticipate changes to, the job commensurate with the salary and areas of responsibility.

Working within the Student Learning Directorate the post holder will:

- Support the implementation the Academy's vision and values
- Ensure that the Academy policies are promoted and adhered to
- Contribute in the Academy to developing a learning culture with high expectations in a safe and secure learning environment
- Foster effective relationships with parents/carers and students in the Academy

SPECIFIC RESPONSIBILITIES

- Manage the day-to-day running of the SSB to ensure that there is a positive working atmosphere.
- Assist in monitoring data concerning Incident Report Forms and 'Red Cards' to identify any hot spots of disruptive behaviour
- React quickly to identified hot spots to provide support for both students and staff
- Assist in managing the after-school detention system
- Provide liaison between Academy and home
- Support the transition of new students in year 7 who have challenging behaviour as well as all other year groups
- Organise and supervise the delivery of the SSB curriculum to ensure that high teaching and learning standards are set, achieved and maintained across the age and ability range.
- Establish and implement clear entry and exit criteria including time limits for students to work in the SSB.
- Organise re-integration programmes to mainstream classrooms.
- Ensure consistent application of SSB expectations for referral.
- Contribute to Academy targets for reducing referrals and exclusions.
- Target literacy and numeracy work with students to ensure successful reintegration into mainstream classes.
- Liaise closely with teaching staff in order to provide appropriate curriculum packages for SSB students, ensuring, as far as possible, that students keep pace with their peers.
- Where relevant, provide individual students access to anger management, managing conflict, self-esteem raising, assertiveness, social skills and individuals counselling opportunities.
- To undertake any professional duties delegated by the Principal

Developing Self and Working with Others

- Take part in an annual staff performance review with line manager
- To create and maintain good working relationships among all members of the Academy community
- To promote appropriate personal and professional development of all staff in the SSB, providing an example through their own development and practice
- To work collaboratively with teaching staff to support students in their learning and the preparation of learning resources
- To set an example to students in work ethic , conduct, dress code, punctuality and attendance

VARIATION IN THE ROLE

Given the dynamic nature of the role and structure of Consett Academy, it must be accepted that as the Academy's work develops and changes, there will be a need for adjustments to the role and responsibilities of the post. The duties specified above are therefore not to be regarded as either exclusive or exhaustive. They may change from time to time commensurate with the grading level of the post and following consultation with the post holder.

EQUALITY AND DIVERSITY

The Trust is committed to equality and diversity for all members of society and will take action to discharge this responsibility, but many of the actions will rely on individual staff embracing their responsibilities with commitment, and ensuring a positive and collaborative approach to Equality and Diversity. This will require staff to support the Academy's initiatives on Equality and Diversity which will include development and training designed to enhance practices and the experiences of staff, students and visitors, with an all-inclusive approach that celebrates differences. Failure to embrace these commitments may lead to formal action.

Person Specification

The successful candidate will be an experienced professional who is energetic, innovative and influential, reliable and committed; whose leadership style recognises the value of teamwork. More specifically candidates should be able to demonstrate the following minimum requirements:

Qualifications	<ul style="list-style-type: none">• 5+ GCSEs, including English and Mathematics or equivalent• Evidence of further research or study (desirable)
Experience	<ul style="list-style-type: none">• Experience of Special Educational Needs in a school setting (desirable)• Experience of working with young people in challenging situations• Successful track record in areas relating to application and job description• Evidence of relevant training relating to young people
Skills and Knowledge	<ul style="list-style-type: none">• The ability to develop short, medium and long term strategies that progressively impact on the intended outcome• The ability to create solutions and see tasks and plans through to completion• Effective communication skills• The capacity to build positive working relationships• The ability to work on own initiative and effectively within a team
Attributes and Qualities	<ul style="list-style-type: none">• Care about and understand young people• Determination to promote equality of opportunity• Be able to prioritise tasks and agendas• Be able to work under pressure, cope with criticism and to be sensitive to the needs of others• Recognise that continuous professional development is the foundation for improvement• High professional and personal standards in both work and conduct

Name of Post Holder:	
Signature of Post Holder:	Date:
Signature of Line Manager:	Date