## JOB DESCRIPTION

**JOB TITLE:** Home and Community Learning Assistant

**REPORTS TO:** Head of The Bridge

**SUPERVISES:** ---

**GRADE:** Band 5 Term Time Only – 37hrs/week

**LOCATION:** Mary Rose Academy

**JOB PURPOSE**

To assist in the provision, sourcing and co-ordination of high-quality Home & Community Learning sessions. Facilitating a learning curriculum for pupils who are unable to access any of our Mary Rose campuses for a variety of reasons, including extreme levels of anxiety and high levels of dysregulation when in a classroom setting.

To promote the development of the physical and mental well-being of pupils. Under the guidance of the Head of The Bridge, preparing, planning and delivering learning activities.

To promote an inclusive approach, with the primary goal of supporting pupils’ transition back into Mary Rose or onto future settings, as appropriate to individual need.

**KEY ACCOUNTABILITIES**

* To actively promote the Trust’s Equal Opportunities Policy and observe the standard of conduct which prevents discrimination taking place.
* To actively promote all aspects of Safeguarding including Child Protection, Child Welfare and Health & Safety.
* To maintain awareness of, and commitment to, the Trust’s Equal Opportunity Policies in relation to both employment and service delivery.
* To fully comply with the Health and Safety at Work Act 1974 etc., the Trust’s Health and Safety policy and all locally agreed safe methods of work.
* To promote and display the Solent Academies Trust Vision, Mission and Values and at all times.
* At the discretion of the Head of School, such other activities as may from time to time be agreed, consistent with the nature of the job described above.
* To participate in the Appraisal Process and complete all relevant Continuous Professional Development opportunities. Contribute to the identification of own team development needs.
* To work closely with colleagues and leadership to achieve service plan objectives and targets.

**PRINCIPLE RESPONSIBILITIES/DUTIES**

* To support the sourcing, planning and delivery of a Bespoke Community Learning package for pupils identified as in need of timetable adaptations and education off site. This will include working with the pupils within their home and taking them out in the community.
* To maximise the use of pupil premium funding, where applicable, ensuring maximum impact on pupil progress and good value for money.
* To support pupils with significant social, emotional and mental health needs which are preventing them from accessing ordinarily available provision / physical attendance at school.
* To support the holistic progress of individuals by facilitating emotional and behavioural support using a variety of interventions and personalised goals.
* To effectively implement the academy Relationships and Positive Behaviour Policy, maximising opportunities for pupils to achieve improved self-regulation, pro-social behaviours and reduced anxiety leading to excellent outcomes, appropriate to the individual.
* To follow up attendance matters for Community Learning pupils and contact or meet with families where necessary.
* To be the first point of contact for families of Bridge Community Learning pupils, being responsible for and dealing with issues when appropriate and referring to the Leadership Team for action, support or guidance where appropriate.
* Promote and implement the Academy approach and strategies that support the sensory integration needs of our pupils, including Zones of Regulation where appropriate.
* To work under the guidance of the Head of School to implement agreed interventions and programmes of work.
* To quality assure the provision on offer and evaluate the impact of alternative provision on progress of pupils.
* To participate in Restorative/Relational Approach meetings/ discussions with pupils and staff where appropriate and in agreement with the Head of School or Executive Principal.
* To proactively support the wider team with the safety, wellbeing and pupils’ positive engagement in break and lunchtimes and after the school day, if required.
* When required to communicate directly with parents/carers as appropriate in a supportive, caring and respectful manner. Recording contact and chronologies on CPOMS and school systems, regularly de-briefing with the Leadership Team. Communications will be in line with the Solent Academies trust Communications Policy.
* Utilise school IT programs/software to aid continuous monitoring of progress and impact.
* To assist with the completion of robust, accurate risk assessments and positive behaviour management/communications plans for pupils who are receiving Bridge Community Learning Sessions.
* To support carrying out assessments and maintaining and updating high quality records as agreed with the Head of School, contributing to reviews of systems/records as requested.
* To meet regularly with Leadership and the Bespoke Community Learning Co-Ordinator to review individual pupil provision and progress.
* To help pupils to access learning activities through specialist support, as directed by the multi-disciplinary team e.g. occupational therapy.

**ADDITIONAL RESPONSIBILITIES & REQUIREMENTS**

* Must hold a UK driving license, have access to a car and be willing to use it regularly. Milage can be claimed back.
* Attend staff and group meetings and training sessions as required.
* At the discretion of the CEO, Executive Principal or Head of School, other activities as may from time to time be agreed as consistent with the nature of the job role described above.
* Mary Rose Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Any successful applicant will be required to undertake an Enhanced Disclosure check by the Disclosure and Barring Service (DBS).
* This list is not exhaustive, and other duties may be required as part of the role, commensurate with grading of the post.

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# Person Specification for post of: Alternative Provision Co-Ordinator (HLTA)

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| **Personal qualities** | * Empathy for children with special needs * Patience, understanding, caring, sense of humour * Creative, analytical and reflective * Emotionally resilient * Flexible and innovative * Calm and respectful |
| **Qualifications/ Experience** | * Experience of working with children/young people with complex and profound additional needs, including communication difficulties and regulation based support needs. * Recent experience of working in a school. * A good standard of written and spoken English that supports pupils’ learning. * Experience of relevant age group. * Proven experience of managing the behaviour of vulnerable pupils * Team Teach (12hr course) (training will be provided) |
| **Knowledge** | * Knowledge and understanding of alternative curriculum provision and management of personalised learning * An understanding of the varied needs of children as they develop socially, emotionally and academically. * Adverse childhood experiences. * Behaviour management techniques that support school and classroom practices. |
| **Skills and Aptitudes** | * A commitment to promoting equal opportunities and meeting individual needs. * Awareness of confidentiality. * Ability to work as part of a team. * Able to manage time effectively and independently. * Ability to be flexible to the needs of the children and families. * Excellent communication, interpersonal and organisational skills. * Excellent administrative skills. * Able to independently deal with challenging situations in a calm manner. * Ability to keep accurate records and to understand and apply rules of confidentiality, only sharing information where appropriate in accordance with school policy. * Excellent ICT skills to support pupils’ learning. * Full driving licence and access to own vehicle, with willingness to use for business purposes (necessity). |
| **Training and professional development** | * Willingness to take part in appropriate training and personal and professional development |

*Solent Academies Trust (Mary Rose Academy, Cliffdale Primary Academy, Redwood Park Academy, Littlegreen Academy, Dove House Academy) are committed to safeguarding and promoting the welfare of children, and young people, and expects all staff and volunteers to share this commitment. DBS Disclosure at Enhanced Level will be required prior to any offer of employment.*

Signed Employee……………………………………………………….Date……………………….

Signed Manager…………………………………………………………Date………………………