



GREAT SANKEY HIGH SCHOOL

Closing date 1 November

(This advertisement will close early if we receive a high volume of suitable applications).

Behaviour and Inclusion Ready to Learn Co-ordinator JOB DESCRIPTION & PERSON SPECIFICATION





GREAT SANKEY HIGH SCHOOL

JOB DESCRIPTION

Behaviour and Inclusion – Ready to Learn Co-ordinator

Core Purpose:

Based in our Ready to Learn Centre, and as a member of our Pastoral Team (House & SEND) in school, the Ready to Learn Co-ordinator will support students who demonstrate challenging behaviour and liaise with parents / carers, teaching and support staff to support their progress and development, equipping them to be **Ready to Learn**.

Key Responsibilities:

- To staff, manage and co-ordinate the work in the Ready to Learn Centre and creating the climate for learning that will inspire our young people to meet our expectations.
- To assist and support the wider provision of the House and SEND Teams and staff, manage and co-ordinate the work in the Ready to Learn Centre. This may also include in-class support, one-to-one mentoring and small group work.
- To track, monitor and evaluate student progress, which will play a key part in reducing exclusions, improving student engagement and ensuring the development of high performing, impactful behaviour systems in school.
- To make reasonable adjustments for students working in our Ready to Learn Centre to meet any SEND in liaison with relevant staff including the SENDCO.
- To work closely with the Designated Safeguarding Leads and other relevant staff to ensure students' well-being and safety.
- To liaise with parents, carers, teachers and support staff in order to promote clear lines of communication and maximize the progress of students in the Ready to Learn Centre.
- To provide personalised support and advice to disadvantaged students and families through targeted, early intervention.
- To assist and support the wider provision of the House and SEND Teams at times when there are no students in the Ready to Learn Centre.
- To implement effective strategies in liaison with the House Teams with identified students at risk of exclusion and underachievement so that they value learning and make the progress expected of them.
- To use data to target students in need of support, review regularly, analyse and report on impact.
- To carry out any other duties which fall within the broad spirit, scope and purpose of this job description.

Support for Students:

- To develop positive relationships with students and staff to assist student progress.
- To effectively engage and support vulnerable, hard to reach families and those identified through the continuum of need as requiring additional support; through CAF / TAF/ CIN & Child Protection.
- To be fully involved in the planning and development of support programmes and to undertake activities, including mentoring, to support the personal, social and emotional needs of students.
- To assess the needs of students and to differentiate curriculum content to support students' learning.
- In conjunction with the House Team, identify the needs and assess those students requiring additional support and support the development of targeted students.

- Support the development of partnerships with external agencies to set up resources/initiatives to help address barriers to learning.
- Maintain accurate student records and prepare written reports and evaluations for Senior Leadership.
- To monitor and evaluate student responses to learning activities.
- To monitor and record progress and achievement in lessons/activities systematically and provide evidence of range and level of progress and achievement in the Ready to Learn Centre.
- To liaise with teaching staff and the Pastoral Team to provide particular support to targeted students to raise achievement and attendance and help them to overcome barriers to learning including nurture groups.
- To assist in the specific medical/care needs of students when specific training has been undertaken.

Support for the School:

- To organise and manage a purposeful, orderly and supportive environment for learning.
- To support the promotion of positive relationships with parents / external agencies and provide feedback on student progress/achievement.
- To utilise own strengths and areas of specialist expertise to advise and support other staff in specialist areas.
- To contribute to the identification and execution of appropriate out of school learning activities which consolidate and extend work within guidelines established by the school.
- To work within school policies and procedures and attend staff training as appropriate.
- To take care of own and other people's health and safety.
- To be aware of the confidential nature of issues related to home/student/teacher/school work.

Associated Duties:

- Be aware of and comply with all the School and Trust's policies and procedures especially relating to child protection, health and safety, security, confidentiality and data protection, reporting all concerns to an appropriate person in a prompt manner.
- To report all safeguarding information and concerns to the Designated Senior Leader. This should be completed promptly, factually, and in line with the school's confidentiality requirements.
- To attend statutory training as and when required.
- Undertake any reasonable duty deemed necessary by the Line Manager / Senior Leadership Team.
- Be flexible with working hours to suit the needs of the school, for example on Open Evenings.

This job description is not necessarily a comprehensive definition of the post and will be subject to modification or amendment at any time after consultation with the post holder. The post-holder will undertake the professional duties of a member of school staff as circumstances may require under the reasonable direction of the Headteacher.

Person Specification / Selection Criteria for Ready to Learn Co-ordinator

Note: The Applicant will be required to safeguard and promote the welfare of children and young people. Candidates failing to meet any of the essential criteria will automatically be excluded.

[A] Qualifications

Qualification requirements	Essential	Desirable	Source
Recognised and relevant NVQ Level 3 qualification or equivalent.		D	AF
Minimum of 5 GCSEs, grade C or above, or Level 2 equivalent qualifications including English/Literacy and Mathematics/Numeracy.	E		AF

[B] Experience

Experience Requirements	Essential	Desirable	Source
Experience of working with children	E		AF/I
Experience of supporting students demonstrating challenging behaviour		D	AF/I
Experience of working in a classroom environment		D	AF/I
Experience of mentoring		D	AF/I

[C] Knowledge/Understanding

Knowledge/Understanding Requirements	Essential	Desirable	Source
Knowledge of classroom roles and responsibilities		D	AF/I
Knowledge of the concept of confidentiality	E		AF/I
Knowledge of National curriculum / numeracy & literacy strategies		D	AF/I
Knowledge of safeguarding protocols		D	AF/I

[D] Personal Qualities and Skills

Personal Qualities and Skills Requirements	Essential	Desirable	Source
Ability to relate well to children and build positive relationships	E		AF/I
Ability to work as part of a team	E		AF/I
Good communication skills	E		AF/I
Ability to relate well to parents/carers	E		AF/I
Ability to supervise, support and inspire students	E		AF/I
Time management skills	E		AF/I
Organisational skills	E		AF/I
Ability to make effective use of ICT	E		AF/I
Flexible attitude to work	E		AF/I

Commitment to undertake in –service development / training	E		AF/I
Commitment to safeguarding and protecting the welfare of children and young people	E		AF/I
Administrative skills including an understanding of data		D	AF/I

[E] Pre-Employment Checks

	Essential	Desirable	Source
Positive recommendation from all referees, including current employer	E		R
DBS Clearance post appointment	E		N/A

[F] Application Form and Supporting Statement

The form must be fully completed and legible.

The supporting statement should be clear, concise and related to the specific post.

There should be no unexplained gaps in career history.

(Source: AF=Application (form & letter); I=Interview; R=Reference)