

Updated November 24

- Lead on the organisation of the room ensuring that all relevant staff know your expectations.
- Co-ordinate the staffing of the room in the event of staff absence by liaising with the cover manager.
- Ensure that resources are in place for students to continue their learning in the room.
- Analyse and evaluate the effectiveness of the provision and feedback to the DHT (Pastoral).
- To be an outstanding role model to students and maintain quality and high standards
- To formulate overall aims and objectives for the provision of all students
- To create an ethos and provide educational vision and direction which secures effective teaching, successful learning and achievement by all
- Support the planned re-integration of students back into mainstream schooling when appropriate to do so
- Monitor, evaluate and respond to SLT, HoDs and HoYs.
- Be dynamic and flexible in meeting the needs of the individual students
- To lead, motivate, support, challenge and develop students
- To promote and develop the Ready to Learn Room to ensure it evolves with students' needs.
- To help plan, develop and implement the curriculum
- To monitor progression strategies centred around timetabling
- To ensure that all students receive a good quality education and intervention through a bespoke programme designed to promote a stimulating style of learning in a safe and healthy environment
- To ensure that learning is at the centre of all strategic planning
- To establish creative, responsive, and effective approaches to learning and teaching
- To ensure a culture and ethos of challenge and support where all students can achieve success and engagement appropriate to their ability and needs
- To ensure that all students are supervised, as necessary, during breaks, lunch periods and immediately before/after school
- To maintain effective links with parents and school staff

Professional development

As part of your performance development, ensure that you:

- fully engage in the Professional Development and CPD programme as required;
- contribute to the setting of your own performance development targets which ensure WSS improvement outcomes are met;
- regularly review your own practice and set personal targets in consultation with your line manager;
- take responsibility for, seek out and engage fully with CPD in order to support your development as a practitioner (all WSS staff have access to the full suite of training available from The National College);
- maintain accurate and up-to-date professional development records on your Bromcom file;
- disseminate best practice further to CPD opportunities made available to you.

NB.

- The above responsibilities are subject to the general duties and responsibilities contained in the statement of Conditions of Employment.
- This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent in carrying them out and no part of it may be so construed. In allocating time to the performance of duties and responsibilities, the post holder must use Directed Time in accordance with the school's published Policy and have regard to the Teachers' Conditions of Employment.
- This job description is not necessarily a comprehensive definition of the post.

- This job description will be reviewed at least once a year, and it may be subject to modification or amendment at any time after consultation with the holder of the post.
- To carry out any other duties that are commensurate with the role as requested by the Headteacher

Headteacher/line manager's signature	
Date:	
Postholder's signature	
Date:	

Person Specification

Qualifications and training	Essential	Desirable
- Previous experience of working with/ guiding the learning of children, preferably within a school setting - Administrative skills and experience - Excellent literacy/ numeracy skills: minimum requirement grade C+ in GCSE English and Maths	✓	
First aid certification		✓
Experience/employment record	Essential	Desirable
- Ability to observe, monitor and analyse learning and learning outcomes in a practical context - Creative ability - To support the review of student performance and attainment through observation, monitoring and feedback to the class teacher. - To create learning materials, displays and student resources that support classroom activities - To support classroom-based learning for students - To develop and maintain effective working relationships with colleagues, students and “partners” of the school (Parents, PSA, Governors, Visitors) - To work with individuals and groups of children; encourage good behaviour; and deal with any problems arising from breaches of the school’s disciplinary rules - To support colleagues and maintain effective working relationships	✓	
- Experience working in a school set in an area of deprivation - Experience of working with secondary aged children (11-16) - Experience of working with children with Special Educational Needs and Disabilities (SEND) - Ability to analyse and interpret a variety of data - Ability to communicate effectively to a range of audiences, through good written and oral communication skills		✓
Personal qualities, skills and attributes	Essential	Desirable
- High expectations of all students - Excellent communication skills - A positive role model who creates a good first impression - Ability to motivate, inspire and challenge students - Confident ICT user - Ability to plan, prioritise and organise self and others. - Commitment to raising standards - Calm, adaptable, dependable, resilient and reliable - Collaborative and a good team player - Commitment to further own professional development - A commitment to promoting and safeguarding the welfare of young people - A commitment to inclusive, comprehensive education	✓	

• Forward looking, enthusiastic and imaginative • Has 'presence' around the school • Able to follow direction and accept challenge and feedback in a positive and productive way • An understanding that getting better never stops • Ability to be flexible and cope with interruptions in workload		
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