



Job Description

Job Title: Assistant Leader

Location: Esteem South Academy

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Job Title	Assistant Leader
Location:	Esteem South Academy
Hours per week:	37 (minimum)
Weeks worked per year:	39 weeks term time (Total of 43 weeks as additional hours as needed)
Reporting to:	Head of School
Salary Scale:	Grade 10 (20-23)

Main purpose of Role

- To provide strong and effective leadership to the school assisting the Head of school in the daily management of the pupils and staff on site. To ensure that there are robust routines and systems in place to provide pupils with a high -quality education and experience in school. This includes embedding and modelling a consistent, positive behaviour culture to staff and pupils. To ensure that there is a thorough staff induction process and line management of TAs to ensure high quality performance. To work under the guidance and direction of the Head of School to ensure the smooth and highly effective organisation of the whole site. To plan and cover for staff in any absence. Modelling of good practice to other staff. The role may be varied throughout the year and day to day focus may be amended as necessary to meet the needs of the site.

Principal Accountabilities:

Main Duties	<p>The post-holder will demonstrate essential professional characteristics, and take a major role in:</p> <ul style="list-style-type: none"> Assisting with the management of the academy Oversight of the new pupil induction process STLA appraisal and supporting staff to work to high quality expectations Development of the site to ensure a quality environment Ensuring that the site has high quality displays of pupil work and information Ensuring that the site embeds consistent high standards of education Managing pupil timetables and ensure pupils have an offer to meet their needs Line managing STLAs who provide specialist timetables off site for pupils and for pupil induction Planning cover for staff absence and ensuring a high- quality education for the pupil's continues in staff absence. This includes covering for staff yourself in their absence if required and providing work for cover staff
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- Supporting the Head of School to maintain data and progress systems
- Supporting new staff induction
- Ensuring that new pupils have their baseline testing and target setting carried out and staff have utilised this information to meet pupil's ability and needs
- Responding to pupil behaviour and dysregulation and managing this appropriately in a calm manner to resolve issues swiftly
- Ensuring that staff use appropriate behaviour management strategies with our pupils and that the site follows our academy behaviour policy
- Modelling a consistent positive behaviour culture to staff and pupils
- Ensuring that rewards are utilised
- Ensuring that staff have completed behaviour reports and RPIs correctly and accurately with follow up actions
- Contributing to the management of resources and ordering systems for the site
- Maintaining high quality communication with families, referring schools and agencies
- Organising of off- site trips, open days and events following the National calendar
- Supporting other staff with trip and evolve planning
- Ensuring that our pupils are as safe as possible and liaising with all outside professional agencies
- Safeguarding pupils at the site and liaising with outside agencies
- Becoming a Deputy Designated safeguarding Lead
- Liaising with the pastoral team to monitor pupil's safety, attendance and timetables whilst at APs
- Contributing to whole academy CPD training
- Contributing to the EHCP Annual review process where required
- Quality assurance of Pupil Information Packs (PIPs) for your site and production of PIPs for your form
- Emphasise the importance of reintegration to mainstream for pupils at your site and support parents/cares with this process.
- Liaise closely with the class teacher to help plan and deliver identified teaching sessions which will cover short term absence from class
- Support pupils in class groups implementing work set by the teacher
- Help support the teacher with the management of pupil behaviour

- Contribute to the updating of pupil records, assessments, exams and ILPs
- Assist in setting out of learning materials appropriate to the planned activity
- Observe and report on pupil's performance when required
- Contribute to the planning of learning activities with the teacher.
- Promote social and emotional development of the pupils alongside other team members
- Support pupils both on and off site in pupil's homes
- Transport pupils to and from site if needed occasionally
- Carry out safe and well visits to support pupil attendance if needed
- Have a timetable set by the site lead which may be flexible
- Support the site duty team if needed
- Support the maintenance of pupils' Health and Safety
- Liaise with other team members and parents/carers in a professional manner
- Ensure that breakfast and lunchtime routines are effective
- Provide supervision for pupils at break and lunchtime
- Be aware of all academy policies and how to implement them
- Review and develop your own professional practice and engage with all training deemed necessary for the post
- Diffuse and divert obstructive behaviour and assist all staff in maintaining agreed acceptable standards of pupil behaviour
- Be sensitive to the issues surrounding pupils who may exhibit challenging behaviour, are disaffected, have learning difficulties and complex needs
- Ensure safekeeping of all teaching resources and equipment
- Contribute to the production of site displays of pupil work
- Ensure that teachers have resources required for their lessons to function efficiently and swiftly
- Promote and reinforce pupils' self-esteem, independence and participation within the school and wider community
- Work as a flexible, collaborative team member with and under the guidance of a variety of teaching staff
- Engage and motivate pupils
- Improve the quality of pupils' learning
- Inspire trust and confidence in pupils and colleagues
- Build team commitment with colleagues and in the classroom
- Establish good relationships with parents and carers, encouraging dialogue, co-operation and partnership
- Demonstrate analytical thinking

	<ul style="list-style-type: none"> • Demonstrate empathy with and an appreciation of the care needs of pupils • Carry out any other duties that may reasonably be regarded as within the nature of the duties, responsibilities and grade of this post
Teaching Assistant Agreed Framework Requirements	<p>In all cases, indicative tasks at the competency level specified within the Teaching Assistant agreed Framework, will be the reference point for the competencies listed below.</p> <p>PUPIL PROGRESS:</p> <ul style="list-style-type: none"> • Be a proactive part of the teaching team, ensuring that all pupils make good or better progress • Establish constructive relationships and use a variety of methods to communicate with parents and other relevant professionals, in liaison with the teacher, to support pupils' learning, well-being and progress • Promote the inclusion and acceptance of all pupils within the classroom, school and wider community • Encourage pupils to interact and work co-operatively in learning activities • Promote independence and employ strategies to recognise and reward achievement of self-reliance and build self-esteem <p>PROFESSIONAL PRACTICE:</p> <ul style="list-style-type: none"> • Maintain, develop and apply professional knowledge to enable effective teaching and learning support • Share such knowledge with colleagues to improve whole school effectiveness • Promote positive values, attitudes and good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour • Respond quickly and appropriately to demands made by individual pupils to meet general care, mobility, and personal hygiene needs • Understand and apply the principles of good classroom management • Understand and apply a range of appropriate support strategies • Be conversant with the schools safeguarding policy and actively employ said policy in order to keep pupils across school safe • Be aware of the Data Protection Act and other legislation to ensure confidentiality of records and information

Other General Requirements	<ul style="list-style-type: none"> • Represent and promote the ethos and values of Esteem Multi-Academy Trust • To take and be accountable for all decisions made within the parameters of the job description • Participate with performance management and training and activities that contribute to personal and professional development • Actively promote and act at all times in accordance with the policies of the MAT e.g. Safeguarding, Health and Safety, Equal Opportunities & GDPR. • Provide a high standard of customer service in all dealings internal and external to the MAT
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This Job Description is non-exhaustive and sets out the main expectations of the post holder. This Job Description can be altered with the agreement of the postholder and will be reviewed regularly. Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description

The MAT will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

Esteem Multi-Academy Trust is committed to safeguarding and promoting the welfare of all its students. We expect all staff, volunteers and agency staff to share this commitment. The successful candidate will be required to undertake a Disclosure and Barring Service (DBS) check. The possession of a criminal record will not necessarily prevent an applicant from obtaining this post, as all cases are judged individually according to the nature of the role and information provided.

Person Specification

Criteria	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> Full UK Driving Licence Business insurance Car GCSE (or equivalent) Maths and English. 	<ul style="list-style-type: none"> Behaviour Management training Team Teach certificate First Aid
Experience	<ul style="list-style-type: none"> Several years working in a school Successful experience of working with challenging and vulnerable young people Previous proven experience of taking proactive action to benefit pupils Of working above and beyond and of contributing to a team for the greater good Effective behaviour management Of supporting pupils with non-academic needs Of liaising with parents and other agencies such as social care Planning and delivering of CPD Experience of working in classroom settings Experience of de-escalation strategies to support behaviour for learning Of delivering education in teacher absence 	<ul style="list-style-type: none"> Experience of working in a non- mainstream education establishment Of organising off site trips/open days Of contributing to a blended learning offer to meet pupil need Of liaising with families and maintaining effective communication Previous teaching/delivery of alternative offers/vocational/non-GCSE Of staff appraisal and line management and holding other colleagues to account Of being a Deputy DSL Of an off-site/small educational setting.
Knowledge	<ul style="list-style-type: none"> Knowledge of the appraisal process and confident to effectively hold staff to account Knowledge of current and effective safeguarding practices Excellent IT capabilities 	<ul style="list-style-type: none"> Of the PEX and reintegration process Knowledge of off- site APs Knowledge of class timetabling

	<ul style="list-style-type: none"> • A wide variety of behaviour management strategies and techniques • Of confidentiality/data protection issues • Of how to contribute to the provision of a safe and supportive environment, health and safety • Of the complex difficulties facing pupils in their learning situations • Knowledge of adapting work for pupils to ease access according to learning needs • Understanding of strategies for teaching and learning • Of suitability of bespoke blended timetables for pupils • Of lone working 	<ul style="list-style-type: none"> • Knowledge of subject development • Knowledge of the ILP target setting process and of Annual Reviews • Knowledge of anger management or counselling techniques that can be used to support pupils • Of producing risk assessments for pupils
Abilities	<ul style="list-style-type: none"> • Ability to diffuse and divert obstructive behaviour and assist all staff in maintaining agreed acceptable standards of pupil behaviour • Ability to build rapport with challenging pupils with varying needs • Ability to develop positive pupil behaviour strategies • To promote and reinforce pupils' self-esteem, independence and participation within the educational setting • To be creative and think outside of the box with innovative ideas • To demonstrate excellent verbal and written communication skills and a good standard of numeracy • To work flexibly • Organisational and time management skills that are highly effective 	

	<ul style="list-style-type: none"> • To take responsibility and work with autonomy within set boundaries • To have a growth mindset and work with positivity at all times • Ability to lead and model high expectations for staff and pupils • Ability to be a proactive strategic planner but to also think and react appropriately • Data analysis skills, and the ability to use data to set targets and measure progress • Ability to build effective working relationships • Ability to deliver lessons to pupils in teacher absence • Ability to work at rapid pace to cover to staff absence and maintain daily routines for pupils • Ability to reflect on systems and routines and be creative to develop these where required • The ability have a good level of self-reflection and be able to respond to positive criticism to develop professionally • Ability to work under pressure and prioritise effectively • Ability to maintain resilience and positivity • To plan engaging and thorough events for pupils as enrichment opportunities • To hold others to account for high expectations and lead by example • To be pupil focussed 	
Personal	<ul style="list-style-type: none"> • Leadership and drive • A commitment to achieving the best outcomes for all pupils and 	

	<p>promoting the ethos and values of the academy</p> <ul style="list-style-type: none"> • Hardworking and flexible • An excellent role model to staff • Calm, organised, thorough and proactive • A good sense of humour • Effective communication and interpersonal skills • Commitment to maintaining confidentiality at all times • Commitment to safeguarding and equality, ensuring that personal beliefs are not expressed in ways that exploit the position • Willing to engage in any professional development activities which will aid the effective completion of tasks required by the post 	
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Signed:

Date: