



JOB DESCRIPTION

Co-Educator

REPORTS TO:	SENCO
PAYSCALE:	Band 2, Points 3 – 5 (mid-point) (£22,737.00 - £23,500.00 per annum inclusive of Outer Fringe Allowance)
LOCATION	Burnt Mill Academy
TERMS:	37 hours per week, 39 weeks per year (term time plus inset days)
CONTRACT:	Permanent, Part Time

PURPOSE OF THE JOB

- To work in partnership with class teacher(s) to support learning in line with the Curriculum, Codes of Practice and School Policies and Procedures.
- To work with teacher(s) as part of a professional team to support learning activities for classes and/or individual pupils as required. The primary focus will be to work under the professional direction of a teacher(s) and within an agreed system of supervision in delivering lessons set by or with teacher(s) and/or support pupils undertaking lessons.
- To lead and deliver group interventions or 1:1 to support pupils learning needs

Liaison with:

- Teaching staff, SENCO, support staff, pupils, parents, SLT

KEY RESPONSIBILITIES AND ACCOUNTABILITIES

This list is not exhaustive, but includes:

Principal Accountabilities

- To support the work of colleagues, contributing to planning, development and decision making and undertaking related administrative duties.
- To co-ordinate and encourage the production of learning resources for pupils
- To use detailed knowledge and specialist skills to support and progress pupils' learning.
- To deliver agreed learning activities to pupils, adjusting activities according to pupil responses/needs.
- Uphold the vision and values of the school.

Duties

- Contribute and support learning activities/teaching programmes as agreed with the teacher, adjusting activities according to pupils' responses as appropriate.
- Working with individuals or groups of children, as directed.
- Understand specific learning needs and styles and provide differentiated support to pupils individually and within a group.
- Provide feedback to pupils in relation to attainment, proactively and progress under the guidance of the teacher. Maintain records of pupil progress.
- Support pupils with activities to improve English and Maths skills.
- Promote the inclusion and acceptance of children with special needs within the classroom ensuring access to lessons and their content through appropriate clarification, explanation and resources.
- Promote positive pupil behavior in line with school policies and procedures to keep pupils on task.
- To supervise pupils for specified periods during lunch time.
- To include break times when the post-holder should facilitate games and activities.
- Monitor and record pupil responses and learning achievements, resolving all but the most complex problems independently.
- To be involved in planning, organising and implementing the provision map information, including attendance at, and contribution to, reviews.
- To attend to pupils' personal needs including help with social, welfare and health matters, including first aid.
- Liaise with staff and other relevant professionals and provide information about pupils as appropriate.
- To assist with the display and presentation of pupils' work.
- To assist with escorting pupils on educational visits.
- Organise and manage appropriate learning environments.
- Monitor and evaluate pupil responses to learning activities through a range of assessment and monitoring strategies against pre-determined learning objectives.
- Record progress and achievement in lessons/activities systematically and provide evidence of range and level of progress and attainment.
- Establish productive working relationships with pupils, acting as a role model and setting high expectations showing the school values.
- Support pupils consistently whilst recognising and responding to their individual needs.

- Encourage pupils to interact and work co-operatively with others and engage all pupils in activities.
- Promote independence and employ strategies to recognize and reward achievement of self-reliance.
- Use ICT effectively where appropriate to support learning activities and develop pupils' competence and independence in its use.
- Select and prepare resources necessary to deliver learning activities, taking account of pupils' interests and language, cultural backgrounds, diversity issues.

General responsibilities common to all members of staff

- To understand and apply school policies in relation to health, safety and welfare.
- Attend all relevant training, including first aid and take responsibility for own development.
- Attend relevant school meetings as required.
- To respect confidentiality at all times.
- To participate in the performance and development review process, taking personal responsibility for identification of learning, development and training opportunities in discussion with Line Manager.
- To comply with individual responsibilities, in accordance with the role, for health and safety in the workplace.
- Ensure that all duties and services provided are in accordance with the School's Equal Opportunities Policy.
- Comply with policies and procedures relating to child protection and safeguarding, equal opportunities, health, safety and security, confidentiality and data protection, reporting concerns to an appropriate person.
- Be aware of and support differences and ensure all pupils have equal access to opportunities to learn and develop.
- Contribute to the overall ethos/work/aims of the school.
- Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils

All staff are responsible for the safeguarding and wellbeing of pupils and must follow BMAT guidance and policies.

Burnt Mill Academy Trust Directors are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share in this commitment.

This job description will be reviewed annually and may be subject to amendment or modification at any time after consultation with the post-holder.

Person Specification – Co-Educator

General Heading	Detail	Examples
Qualifications and Experience	Specific qualifications and experience.	<ul style="list-style-type: none"> • Successful experience working with children in a school/early year's environment (4 years' minimum)
	Knowledge of relevant policies and procedures.	<ul style="list-style-type: none"> • Knowledge of First Aid. • Understand classroom roles and responsibilities and your own position within these.
	Literacy	<ul style="list-style-type: none"> • Good reading and writing skills.
	Numeracy	<ul style="list-style-type: none"> • Good numeracy skills.
	Technology	<ul style="list-style-type: none"> • Full working knowledge of ICT to support learning.
Communication	Written	<ul style="list-style-type: none"> • Ability to write detailed reports, letters, etc.
	Verbal	<ul style="list-style-type: none"> • Ability to use clear language to communicate information unambiguously. • Ability to listen effectively.
	Languages	<ul style="list-style-type: none"> • Specialist language/communication skills if appropriate.
	Negotiating	<ul style="list-style-type: none"> • Ability to negotiate effectively with adults and children.
Working with children	Behaviour Management	<ul style="list-style-type: none"> • Ability to demonstrate effective implementation of the school's behavior management policy and strategies which contribute to a purposeful learning environment.
	SEN	<ul style="list-style-type: none"> • Successful completion of training to support SEN if appropriate.
	Curriculum	<ul style="list-style-type: none"> • Working knowledge and experience of implementing National Curriculum and other relevant learning programs. • Good working knowledge of specialist curriculum area(s) if appropriate. • Understanding of statutory frameworks relating to teaching.
	Child Development	<ul style="list-style-type: none"> • Detailed understanding of child development and learning processes. • Ability to assess and record progress and performance and recommend appropriate strategies to support development. • Motivate, inspire and have high expectations of pupils.

General Heading	Detail	Examples
	Health and Well-Being	<ul style="list-style-type: none"> Understand and support the importance of physical and emotional well-being.
Working with others	Working with partners	<ul style="list-style-type: none"> Ability to make a proactive contribution to the work of the team supporting children, their families and carers through thinking, planning, etc. Ability to work with parents and carers to improve support for children.
	Relationships	<ul style="list-style-type: none"> Ability to establish rapport and respectful and trusting relationships with children, their families and carers and other adults.
	Teamwork	<ul style="list-style-type: none"> Ability to work effectively with a range of adults.
	Information	<ul style="list-style-type: none"> Contribute to the development and implementation of effective systems to share information.
Responsibilities	Organisational Skills	<ul style="list-style-type: none"> Good organizational skills. Ability to remain calm under pressure. To be flexible. Follow instructions accurately. Use own initiative and work independently.
	Line Management	<ul style="list-style-type: none"> Ability to manage and support the work of others.
	Time Management	<ul style="list-style-type: none"> Ability to manage own time effectively. Ability to adapt quickly and effectively to changing circumstances, situations.
	Creativity	<ul style="list-style-type: none"> Demonstrate creativity and an ability to resolve problems independently.
General	Equalities	<ul style="list-style-type: none"> Awareness of and promotion of equality.
	Health and Safety	<ul style="list-style-type: none"> Good understanding of Health and Safety.
	Child Protection	<ul style="list-style-type: none"> Good understanding and effective implementation of child protection procedures.
	Confidentiality/Data Protection.	<ul style="list-style-type: none"> Understand procedures and legislation relating to confidentiality.
	CPD	<ul style="list-style-type: none"> Demonstrate a clear commitment to develop and learn in the role. Constantly improve own practice/knowledge through self-evaluation and learning from others.