

Job Description: Transition and Outreach Support Worker

Responsible to: Assistant Vice Principal (AVP) – Phase 2

Grade: JG7

1. PURPOSE OF JOB

- Work with the SLT, and schools to plan, deliver and monitor a targeted programme for students at risk of permanent exclusion.
- Provide advice and guidance to staff in and out of the VLC about effective strategies to support students at significant risk of disengagement.
- Work with individuals or small groups of students in our school (focused mainly in Phase 2) to provide targeted SEMH interventions, underpinned by Thrive principles and practice.
- Provide occasional cover for teaching staff if required to ensure the smooth running of the school.

2. MAIN DUTIES AND RESPONSIBILITIES

a) Support for students

- **Responsible for meeting the specific needs of a student (or students)**
Develop, deliver and monitor bespoke programmes of specific learning support to a student (or group of students) with special learning needs including
 - Behavioural emotional and social development needs,
 - Communication and interaction difficulties,
 - Cognition and learning difficulties
- **Establish and maintain effective relationships with students and other professionals**

To take the lead teaching a bespoke programme for a specified student or a small group of students to achieve Thrive and learning targets set in conjunction with other key professionals, including mainstream schools. This involves understanding of the student(s) and using this knowledge to support the student(s) when working on their own or in groups.
- **Plan and deliver lesson(s)**
Take the lead in planning and delivering bespoke lesson(s)/activities for the child or small group of students you are responsible for.

- **Support students during learning activities**

Working with the AVP and other staff provide the appropriate level of support needed by students to promote independent learning, responding to any signs of distress or conflict and feeding back to the teacher(s) about progress made by students.

This will include helping the student(s) with the development of social emotional skills, literacy and language skills, numeracy skills and access to the curriculum, generally.

- **Provide care and support for the students**

Promote student well-being by encouraging them to develop good relationships with others, develop their self-reliance and self-esteem, and help them to adjust to new settings and to practice good standards of health and hygiene.

- **Participate in or lead student reviews**

Lead on or contribute to discussions concerning the educational development of students with whom work is undertaken.

b) Support for teacher(s)

- **Assist in preparing and maintaining the learning environment**

Work with the AVP and SLT to ensure that all learning resources and materials are available and ready for use when needed. This involves the preparation, setting out and clearing away of teaching materials, during and between lessons, as well as creating displays that support the work undertaken within the student support area. Provide training for student support and teaching staff to develop knowledge and understanding of Thrive in the school.

- **Observe and report on student performance**

In agreement with the AVP and SLT, carrying out, and reporting on, systematic observations of students to gather evidence of their knowledge, understanding and skills upon which the teacher(s) can make judgements about their stage of development and to support the production of EHCPs, IEPs and other plans. Use these observations to provide recommended strategies to teachers and support staff.

- **Maintaining Classroom and student records**

Maintaining student monitoring and other relevant student records and reporting back to other teaching staff and schools as required.

- **Support examination invigilation**

Work alongside teaching staff in the invigilation of exams and accreditations.

c) Support for the VLC

- **Develop and maintain working relationships with other professionals**

Work effectively with teachers, support staff and other professionals, applying own strengths and expertise to contribute positively to the overall aims and objectives of the VLC.

Take an active role in supporting and developing a culture of team working for the benefit of students', both individually and collectively.

Participate in staff meetings and contribute to the development of policies and procedures related to the running of the centre and classroom management.

- **Contributing to the Management of student behaviour and security**

Contributing to the development and maintenance of VLC policies which encourage positive student behaviour and implement agreed behaviour management procedures in the classroom. Have an awareness of child protection issues and policies.

Undertake break time and lunchtime supervision duties as required. The responsibility for reporting situations which could potentially pose a danger to any student or member of staff within the VLC.

- **Liase effectively with parents/carers**

Communicate with parents and other designated carers, as well as external agencies including mainstream schools, about the care and education of their children. Promote partnership working between home and school and help the teacher(s) to develop and maintain parental interest in their child's education. Make home visits as appropriate.

- **Participate in collective school activities**

As requested by the SLT supervise students during fund raising events, outings and other extra curricular activities undertaken during the normal school day and prepare associated risk assessments.

- **Review and Develop own professional practice**

Develop and maintain effectiveness as a member of VLC staff by taking responsibility for own continuing professional development.

d) Support for the curriculum

- **Support literacy and numeracy activities**

Work under the direction of the teacher(s) to help student(s) to participate in whole class, group and individual learning activities for literacy/numeracy development.

Discuss with the teacher how the learning activities are to be organised, agree own particular role and give feedback to the teacher about how well the activities went and how the student(s) responded to them.

2. SUPERVISORY RESPONSIBILITY

The post holder holds no supervisory responsibilities. However, there may be limited supervision and or direction of LSA's should the post holder be required to cover teaching responsibilities.

3. SUPERVISION RECEIVED

Overall supervision received from the Assistant Vice Principal for Phase 2.

4. JOB CONTEXT

To be mainly based at Phase 2 site, but may also work at any other site within the VLC as required.

Please note that this list of duties is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the leader will carry out. The post holder may be required to do other duties appropriate to the level of the role.

5. SPECIAL NOTES OR CONDITIONS

All Voyage Learning Campus employees are responsible for promoting and safeguarding the welfare of children and young people.

Voyage Learning Campus is a multiple site school, and although the post holder will generally work within a specific site they may be required to work from an alternative site, when necessary, to support the efficient running of the Campus. The nature of this post includes the requirement to transport students within the North Somerset Council locality.

The post holder will be required to generally work without direct supervision and use their own initiative. Much of the work undertaken is of a highly confidential nature. The post holder must at all times maintain confidentiality and should be aware that, given the nature of the services provided by the Campus they may on occasions be exposed to information that they may find upsetting.

This job description only contains the principal accountabilities relating to this post and does not describe in detail all the duties required to carry them out. The job description is current at the time of publication but will be reviewed on an annual basis and, following consultation with you, may be changed to reflect and anticipate changes in the job requirements which are commensurate with the job title and grade.