Job Description and Person Specification

Pastoral and Academic Learning Support (PALS) ISR range Point 4-6	
Purpose	To plan and deliver one to one and group support programmes for promoting student's learning in class, removing any barriers and ensuring access to learning. This work will be both in and out of class under the direction of the cross-phase AHTs responsible for both SEND and inclusion. To provide a safe, stimulating environment for students, promoting their physical, social, emotional and intellectual development and enabling them to achieve their potential.

Specific Areas of Responsibility

- Plan and deliver programmes of support in and out of the classroom or support the teacher in whole class subject delivery.
- Support the wider pastoral development of students in all aspects of the curriculum
- Liaise with teachers and departments about the needs and progress of students receiving support.
- Meet with AHTs responsible for SEND and Inclusion to discuss progress and allocation of support.
- Guide, mentor and coach students so that targeted, measurable and significant improvement is secured.
- Work in partnership with teachers and AHTs to ensure regular, frequent communication between home and school so that support for students attitudes and engagement with and towards learning are maximised.
- Maintain and prepare student records and reports as required
- Support in the identification of barriers to learning and plan how to overcome these
- Involve the student in their own learning, supporting them to foster independence
- Input, track and monitor impact evidence, collating information and sharing with line managers and departments.

The above-mentioned duties are neither exclusive nor exhaustive, duties and responsibilities of the post may change as requirements and circumstances change. The post holder may be required to carry out such other duties as requested by management that are broadly within the level of the post

Mobility Clause
As an employee of the GFM you may be required to work some of your contracted hours at other schools within the Trust, subject to the needs of the role.

Flexibility Statement
The content of this Job Description represents an outline of the post only and is therefore not a precise catalogue of duties and responsibilities. The Job Description is therefore intended to be flexible and is subject to review and amendment in the light of changing circumstances, following consultation with the post holder.

All staff will

- Act as a positive role model
- Play a full part in the life of the school community, support its vision, ethos and policies and encouraging staff and students to follow this example
- Fulfil responsibilities with regards to safeguarding (including reporting concerns to the designated child protection officer)
- Be positive, dynamic and challenging in all aspects of work
- Foster the GFM's inclusive ethos nurturing everyone regardless of race, gender, sexual orientation, religion or ability
- Participate in school initiatives where every person is expected to contribute to learners progress
- Participate in the GFM's professional learning programme and take responsibility for their own learning and development
- Develop the skills and talents of other members of the community
- Ensure their own well-being and that of others by establishing an appropriate balance between life and work
- Contribute to the GFM's procedures for a self-evaluation process
- Be courteous to colleagues and provide a welcoming environment to visitors and telephone callers
- Develop social cohesion and positive links with the whole of our local community
- Adhere to the GFM community's standards, policies, systems and procedures in relation to students, health and safety, personnel and financial management
- Undertake any other duties as requested in accordance within the scope and responsibilities of the role that may reasonable be required by the GFM.

Person Specification *(e = essential / d = desirable)*	
Grade C GCSE or equivalent in English and Mathematics	*E*
Educated to degree level or with proven knowledge/experience	*D*
Experience of working in a school environment or other environment with young people	*D*
Knowledge of how students learn and retain learning	*E*
Knowledge of IT skills to support the data management of the school system and the analysis of pupil progress	*E*
Ability to work in a team and individually	*E*
Ability to access information, download material/make entries electronically, operate the school's database system, produce and operate spreadsheet packages and produce analyses	*E*
High level of IT competence in Google, Gmail, Excel, Word, literacy and numeracy skills	*E*
Good written and verbal communication skills and be able to relate well to pupils, school staff and other organisations	*E*
Capacity to work accurately under pressure and to meet deadlines and effectively organise priorities	*E*
Ability to self-evaluate and actively seek opportunity for self- improvement	*E*
Excellent record of attendance and punctuality	*E*
Team-player, personable, approachable, emotionally intelligent with a sense of humour	*E*
Ability to deal with any confrontational situations appropriately	*E*
Ability to maintain confidentiality in dealings with pupils	*E*
Demonstrate an understanding and awareness of child behaviour	*D*

GFM Education is committed to safeguarding children and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. We will ensure that all our recruitment and selection practices reflect this commitment. All successful candidates will be subject to Disclosure and Barring checks along with other relevant employment checks

GFM Education pursues a policy of equality of opportunity. We particularly welcome applications from underrepresented groups.