



JOB DESCRIPTION & PERSON SPECIFICATION

APPRENTICE SUPPORT WORKER: Level 2 – Annualised Hours

Responsible to: AHT Post 16

Cedars Academy is a specialist school for young people aged 3 to 19 years with physical, sensory and medical needs, speech, language and communication disorders, autism, and a wide range of other complex needs often associated with emotional vulnerability. Our curriculum is highly individualised and focuses on the promotion of communication, emotional development, resilience, and the development of personal and social skills.

We are currently seeking to appoint a full time Apprentice Support Worker to work in Key Stages 4 and 5. Candidates must be prepared to work flexibly across **all** Key Stages when required. This role ideally requires the candidate to have experience or a knowledge of working with students with learning difficulties and disabilities. They should also be able to demonstrate the ability to work effectively within a team to support the planning, delivery and assessment of student learning and personal development programmes.

We are looking for driven and motivated individuals with innovative ideas, and a passion for working with young people, who would like to be part of a growing organisation.

The successful candidates will be dynamic and flexible, with a good standard of literacy and numeracy. They will also be committed to working with young people who have learning difficulties and/or physical disabilities.

Job Description	
The Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.	
Summary of the role:	To help students engage in learning activities, placements and social interactions and promote their rights, independence and well-being.
Accountable to:	AHT Post 16
Main duties and responsibilities:	<p>Providing support for pupils by</p> <ul style="list-style-type: none"> • Assisting with the implementation of Individual Learning Plans • Establishing productive working relationships with students, acting as a role model and setting high expectations • Promoting the inclusion and acceptance of all students within the provision • Supporting students consistently whilst recognising and responding to their individual needs • Encouraging students to interact and work co-operatively with others and engage all pupils in activities • Supporting and encouraging students to develop a resilient approach to learning and in their peer relationships • Promoting independence and employ strategies to recognise and reward achievement of self-reliance <p>Providing Support within Classroom/Access to Learning Teams by</p> <ul style="list-style-type: none"> • Providing objective and accurate feedback and reports as required, to the teacher on achievement, progress and other matters, ensuring the

availability of appropriate evidence

- Promoting positive values, attitudes and good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage students to take responsibility for their own behaviour
- Providing general clerical/admin support e.g. administer coursework, produce worksheets for agreed activities etc.
- Assisting with the support of students before and after school/college and at lunchtime

Providing support for the Academy by

- Contributing to the overall ethos/work/aims of the academy
- Working within a designated School Improvement Team to facilitate school improvement programmes across the Academy as described in the School Improvement Plan
- Playing a full and flexible role in the corporate life of the school e.g. by completing duties, supporting educational visits and other extra-curricular activities
- Contributing to and maintaining the high standard of display across the Academy
- Be committed to the safeguarding and promotion of the welfare of children and young people
- Being aware of and complying with policies and procedures relating to child protection, behaviour, anti bullying, anti racism, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person
- Setting an example to students through exemplary conduct, professional and tidy appearance, excellent time-keeping and attendance
- Participating in training and other learning activities as required
- Recognising own strengths and areas of expertise and use these to advise and support others
- Such other responsibilities allocated which are appropriate to the grade of the post

Person Specification Apprentice Support Worker: Level ?Grade ? The Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.			
	Essential These are qualities without which the Applicant could not be appointed	Desirable These are extra qualities which can be used to choose between applicants who meet all of the essential criteria	Method of assessment
Qualifications	Good Numeracy & literacy Skills eg level 1 qualification in English and Maths GCSE/O Level or equivalent qualification	Full First Aid Qualification ICT competency and/or qualification	Production of the applicant's certificates
Experience:		Working with young people in an educational and or social setting	Contents of the Application Form Interview Professional references
Skills	Ability to relate to students with a range of SEN, including social, emotional and behavioural difficulties and vulnerable young adults Adaptable and flexible towards different learner needs Ability to work effectively and positively as a team member Positive attitude to Equal Opportunities Ability to communicate effectively both verbally and in writing Effective interpersonal skills A flexible approach to meeting the objectives of the job: solutions focused Professional approach at all times	Proven ability to cope with and manage change Ability to use IT effectively for learning and associated administrative duties Ability to inspire and motivate learners and others Ability to liaise with external contacts, other staff and parents/carers Evidence of strong relationships with students and a concern for their individual progress Innovative and enthusiastic approach Effective organisational skills	Contents of the Application Form Interview Professional references
Knowledge	General awareness of a range of learning difficulties or disabilities	Basic understanding of methods of working with pupils with SEN, emotional, behavioural or social/communication disorders	Contents of the Application Form Interview Professional references

Personal competencies and qualities	Motivation to work with children and young people with special educational needs Ability to form and maintain appropriate relationships and personal boundaries with children and young people A sense of humour	Emotional resilience in working with challenging behaviours Motivated to support the extra-curricular and enrichment work of the Academy	Contents of the Application Form Interview Professional references
Other Requirements post job offer	Valid work permit and DBS clearances Able to fulfil the Occupational Health requirements for the post Appropriate Job References		DBS Clearance DBS Clearance DBS Clearance Work permit Valid documentation Occupational Health questionnaire 2 satisfactory references

COMPLETED APPLICATION FORMS SHOULD BE FORWARDED TO:

Julie Ramsey, Staffing, Admin & Facilities Manager
julie.ramsey@cedarsacademy.org.uk
 Tel. 0191 4874595

This Job Description is a general outline of the post as it is currently perceived by Cedars Academy. It is not intended to be restrictive or definitive.

Each member of staff will have an individual work plan agreed with them following appointment to the post, which is aligned to the organisation's strategic plan.

The responsibilities of the post may change in line with continuous improvements as Cedars Academy aims to meet its vision and best respond to the needs of disabled people accessing our services.

This job description will be reviewed annually (and may be reviewed at any other time) and if necessary other duties at no higher level of responsibility may be interchanged with/added to this list as required following consultation between the post holder and the head teacher.

This job description has been agreed by:

Name: Julie Vincent (Signed)

Name: Martin Flowers (Headteacher)  (Signed)

Date: 07/10/19

CEDARS ACADEMY IS AN EQUAL OPPORTUNITIES EMPLOYER

MF/JV: Oct 2019