

# Stratford-upon-Avon School

<b>Job Title:</b>	<b>Bridge Leader - <i>Coordinator of Behaviour and Learning Programmes (TA3)</i></b>
<b>Grade</b>	<b>Band H TA3 Level + £2000 R&amp;R</b>
<b>Hours:</b>	<b>37 hours weekly, 39 weeks per year</b>
<b>Reporting to:</b>	<b>Specialist Lead in Vocational Learning and Alternative Curriculum</b>
<b>Working closely with:</b>	<b>SENCo, Ass Head (Inclusion), College Leaders, Progress Leaders</b>

## Main Purpose of Job

- 1. To contribute, deliver and oversee the work of students in The Bridge.**
- 2. To create and develop personalised learning plans and timetables for students who access this provision**
- 3. Manage the delivery of a curriculum focussed on the needs of students accessing The Bridge**
- 4. Support the academic and pastoral progress of identified students in mainstream lessons who work under the remit of The Bridge**

## To contribute, deliver and oversee the work of students in The Bridge

- Be actively involved in the day-to-day management of the learning environment for students with SEMH within The Bridge, including the provision of specialist teaching materials and equipment where appropriate.
- Establish productive working relationships with students, acting as a role model and setting high expectations
- Encourage students to interact and work co-operatively with others and engage all students in activities.
- Promote independence and employ strategies to recognise and reward achievement. Contribute to the assessment of students by teachers through observation and reporting, maintaining accurate records of findings.
- Support students consistently whilst recognising and responding to their individual needs.
- Use imagination and innovation to help students to over-come barriers and to access learning in a way which accelerates progress.
- Plan, deliver and facilitate dynamic, creative and active lessons
- To track student progress; collecting and monitoring data to support the design of provision
- Undertake regular professional development to keep up to date with the latest initiatives and good practice
- Contribute to referrals to specialist agencies, and towards EHCP referrals
- Attend Annual Review Meetings as appropriate.
- Undertake administrative tasks appropriate to the role of a TA3.

## To create and develop personalised learning plans and timetables for students who access this provision

- Setting and reviewing SMART student targets as part of a student education plan
- Use of different tools and measures to establish and judge student well-being and emotional development (e.g., SDQ, Boxall Profile, Readiness Scale)
- To work in partnership with a range of stakeholders and providers to deliver a broad and balanced curriculum offer (Including Parents, College leaders, teaching staff)

- Coordinate Bridge induction / review / exit meetings with students, parents and carers
- To take an active role in encouraging excellent attendance
- To support with regular assessments, benchmarking progress and implementing necessary support
- Provide feedback to students in relation to progress and achievement.
- Support provision for students with SEMH including breakfast and lunch provision in order to promote development of social skills and positive peer relationships

Support the academic and pastoral progress of identified students in mainstream lessons who work under the remit of The Bridge

- Promote the inclusion and acceptance of all students within The Bridge, the classroom and the school.
- Communicate and guide colleagues to plan and prepare for students to successfully access lessons in mainstream lessons
- To assist subject and other support staff in using specialist strategies for students with SEMH or associated barriers to learning
- To work with colleagues to develop and implement individual targets, including the reintegration into the main school or transition to other suitable provision, education as appropriate
- To work closely with subject staff and the Inclusion team to establish a cohesive programme of support to meet the needs of students for whom behaviour and an ability to successfully access a mainstream secondary setting is difficult.
- To support student's programme of learning leading to good progress in subjects undertaken
- Work alongside colleagues and teachers in lesson planning, evaluating and adjusting lessons/work plans to suit the needs of students with SEMH within the Bridge and the wider school

**Support for the school:**

- Be aware of and comply with policies and procedures relating to child protection, health and safety and security, behaviour management, confidentiality and data protection, reporting all concerns to an appropriate person.
- Be aware of and support difference and ensure all students have equal access to opportunities to learn and develop.
- Contribute to the overall ethos/work/aims of the school.
- Attend and participate in regular meetings.
- Participate in training and other learning activities as required.
- Recognise own strengths and areas of expertise as required.
- Provide appropriate guidance and supervision and assist in the training and development of staff as appropriate.
- Supervise students on visits, trips and out of school activities as required
- Within own area of expertise or interest, take opportunities to lead extra-curricular or other activities.

Any other duty appropriate to the general area of operation and in line with the broad range of responsibilities and aptitudes expected

## **Other duties**

- In the event of staff absence, provide cover to allow the delivery of learning programmes, in other areas of Inclusion such as STAR and LEAP.
- Provide mentoring or other support for one or more students at Stratford upon Avon School
- Participate fully in the School's performance management programme
- Undertake any other duties commensurate with the level of the post at the direction of the SENCo and Assistant Headteacher (Inclusion)

## **Health and Safety**

1. At times this post involves dealing with students and visitors to the school, and responsibility for own health and safety and that of others will be of key importance
2. The post holder must have the moral courage to insist on appropriate safety standards within their area of influence, whilst not using Health and Safety as an excuse to water down the educational experience for the students.

## **General**

### **Entitlement to:**

- A clear line management and access to the immediate line manager.
- An annual performance review, which includes the setting of individual performance targets in line with the established school procedure.
- Time and opportunity for professional development, in an appropriate form.

### **Requirements**

- The postholder is expected to comply with the provisions of the Data Protection Act 1998 and other relevant legislation. Any information they have access to, or are responsible for, must be managed appropriately and any requirements for confidentiality and security observed. Information must not be disclosed to any person or Authority, for example a parent or the Police, without observing the correct procedure for disclosure as set out in the school's Data Protection Policy and Procedure.
- Knowledge of and compliance with relevant school policies and procedures e.g., Health & Safety, No Smoking, Acceptable Use of the Internet, procedure to gain authorisation for expenditure, privacy policies, Child Protection etc.
- Willingness to undertake training /professional development in-house or externally.
- Participation in the performance management system in force for all staff.

### **Notes**

- Stratford-upon-Avon School reserves the right to alter the content of the job description to reflect changes to aspects of the role, without altering the general nature of the role or level of responsibility.
- The responsibilities detailed are subject to the terms and conditions laid down in the Contract of Employment for Support Staff.
- The job description summarises an indicative range of duties, responsibilities and outcomes, but does not seek to imply the relative priorities or the proportion of time to be spent on each.

# Appendix 1

## Support Staff Posts

### Corporate

- Support your line manager or team leader as required in maintaining a customer focus, efficient working, establishment and following of operating procedures, compliance with health and safety and other regulatory requirements, identifying desirable developments, and providing clear support in general for teaching and learning, student progress and wellbeing, and any external or collaborative arrangements with which the school is involved
- Contribute to the effective operation of support services
- Be prepared to share good practice with other schools and relevant bodies. This may include undertaking duties and work in other schools and at other locations
- As part of a team of support staff, provide assistance with the invigilation of examinations if required
- As a member of staff working in a school setting, have a duty to help keep young people safe and to protect them from sexual, physical and emotional harm and to take reasonable steps to ensure the safety and wellbeing of students

### Working with Students

1. As part of a team of support staff, provide assistance with a variety of other provision if required, such as supervision of private study, accompanying school visits, general staff duties etc.
2. Be prepared to engage in elements of guidance or instruction to students in line with specific job role, area of interest or expertise.

### Membership of Groups

1. From time to time, take the opportunity to be involved in working groups, designed to enhance the learning or operational aspects of school life.

## Appendix 2

### Specialist Teaching Assistant

#### Terms and Conditions of Employment specific to the post

##### Working Hours

The post is for 37 hours over 5 days per week. The actual timings will be by agreement with the line manager, in line with general school policy based on 8.00am – 4.10pm Monday-Thursday, 8.00am – 3.40pm Friday.

A lunch break of 40 minutes will be taken at a mutually agreed time, by agreement with the line manager. Where 6 hours or fewer are worked per day, it may be possible to omit the lunch break

Working weeks will be 39 weeks per year made up as follows:

38 weeks (term time) plus 1 week of Staff Learning Days

There is provision for additional hours worked to be taken as TOIL, or in certain cases, remunerated as long as they are for reasons connected with school development, clearly justifiable and appropriately authorised in advance.

##### Holidays

- a) Term-time staff are paid for a pro-rata proportion of holidays applicable to the grading of the post and the length of their service.
- b) All holidays are deemed to be taken within school holidays.
- c) The allocation of holidays against which pro-rata payment is made is 22 days for new entrants to schools, academies or local government. 25 days after 4 years' continuous service, plus 8 Bank Holidays and 4 Statutory days

##### Other Benefits

- Free car parking
- Free lunch when covering a lunchtime duty
- Wellbeing employee assistance programme
- Contributory pension scheme

##### Remuneration

Starting salary for a full-time post at Band H (Points 17-22) is within the range £30,060 to £32,654 starting point depending on experience and qualifications.

Actual salary for hours and weeks worked is calculated as £26,042 to £28,289 subject to any continuous service. An additional £2000 R&R will be paid for this role.

*All positions at Stratford-upon-Avon School are subject to the Disclosure Barring Scheme.  
This post is subject to an Enhanced Disclosure.*