



Castle View
Enterprise
Academy

Your Academy...Your Future

Post Title	Cared for Children Learning Mentor and Deputy Designated Safeguarding Lead.
Purpose	To support and assist teaching staff in maintaining the academic progress of cared for children. To monitor and analyse academic progress regularly to maintain achievement in line with targets.
Responsible to	Designated Teacher of Cared for Children and Safeguarding Lead.
Responsible for	Cared for Children - academic achievement and pastoral care.
School Type	The Academy is a publicly funded independent secondary school for students aged 11 to 16.
Grade	Scale 6, SCP 19-22 <i>(Term Time Only equivalent £24,748 - £25,210)</i>
Contract Type	Permanent, Full Time, Term Time Only.
Disclosure Level	Enhanced.
Expectations	<p><u>There is an expectation that all adults who work at Castle View Enterprise Academy will:</u></p> <ul style="list-style-type: none"> • Create opportunities to support the Academy vision. • Have respect and care for students and all other adults. • Set the highest possible standards through the way in which we behave, talk to each other and strive for excellence in all that we do. • Support the Academy uniform policy for students and echo this through professional and business-like mode of dress. • Contribute to the Academy enrichment programme.

<p>Duties & Responsibilities</p>	<p><u>Support for the Student</u></p> <ul style="list-style-type: none"> • To meet with each student weekly to capture their views and voice; to carry out direct work with them regarding both academic and pastoral targets. • Using specific information and knowledge to support individual students both academically and pastorally. • To help close the gap between attainment of individual students and expected attainment of groups of students. • To attend CPD to enhance knowledge. • Working with students to achieve academic progress, emotional stability, positive behaviours and any individual targets of the PEP. • Supporting the students to access the curriculum and ensure that academic progress is being made. • Assisting in the provision of activities for the fullest development of the students which may involve work outside the school base and in the local community. • Applying considerable knowledge and understanding of the curriculum, age range, or SEN as determined by the SEN Code of Practice or the particular needs of the school and/or student(s). • To have knowledge of adverse childhood experiences and their impact on a child's emotional wellbeing, behaviour and academic progress.
<p><u>Support for the Teacher</u></p>	<ul style="list-style-type: none"> • Raising awareness to teaching staff of the strengths and challenges that the individual student face. • Assisting teaching staff in the monitoring, recording and evaluation of student's progress, including providing feedback on work undertaken. • Assisting in the assessment of individual student(s). • Liaising with the SENCO/designated teacher of cared for and teaching staff, to identify any specific needs of the students. • Setting up and using equipment as required to maintain students' needs and support their participation in learning tasks and activities. • Providing support to teachers in developing effective approaches to understand and manage adverse childhood experiences and any resulting behaviours and discipline problems. • Raising the awareness of school staff to pressures on students which may result in SEMH problems. • Assisting in compiling and maintaining students' records that will provide information for PEP's and cared for reviews. • Managing the planning and programming of specific educational activities for the students. • Assisting with the broad range of curriculum the Academy offers.

	<ul style="list-style-type: none"> • Assisting in the preparation of work and other activities for students in accordance with objectives set by teaching staff and targets from PEP. • Represent the designated teacher for cared for children at meetings as and when required. <p><u>Support for the Academy</u></p> <ul style="list-style-type: none"> • Participating in meetings to review student progress and reporting to the meeting as required, on involvement with students. • Liaising with a range of external services and specialists as required. • Contributing to the whole School's Self Evaluation process.
General Requirements	<ul style="list-style-type: none"> • Attending and participating in training and development activities as required. • Participating in schemes of assessment, professional development and review. • Assisting teaching staff or senior colleagues in escorting students home as and when required, as directed by the teaching staff. • Attending meetings, liaising and communicating with colleagues in the school, outside agencies and other relevant bodies. • Being an effective role model for the standards of behaviour expected of students. • Having due regard to confidentiality, child protection procedures, health and safety, other statutory requirements and the policies of the governing body and the local education authority.
Professional Values & Practises	<ul style="list-style-type: none"> • Having high expectations of all students; respecting their social, cultural, linguistic, religious and ethnic backgrounds; and being committed to raising their educational achievement. • Treating students consistently with respect and consideration, and being concerned with their development as learners. • In line with the school's policy and procedures, using behaviour management strategies which contribute to a purposeful learning environment. • Working collaboratively with colleagues as part of a professional team; and carrying out roles effectively, knowing when to seek help and advice from colleagues. • Reflecting upon and seeking to improve personal practice. • Working within schools policies and procedures and being aware of legislation relevant to personal role and responsibility in the school. • Recognising equal opportunities issues as they arise in the schools and responding effectively, following schools policies and procedures. • Building and maintaining successful relationships with students, parents/carers and staff.

Specific Duties	<ul style="list-style-type: none"> • Lunch, break and before/after school supervision. • Exam Invigilation. • Taking the lead role in holiday/summer school and Saturday morning activities with students on a flexible basis if required. • Acting as a mentor for small groups of vulnerable students. • Carrying out a range of intervention programmes with cared for and previously cared for students. • Working and supporting students with specific needs such as medical, SEMH.
Additional Duties	<ul style="list-style-type: none"> • Carry out other reasonable tasks from time to time as directed by the Principal.

Castle View Enterprise Academy is fully committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment. As part of our due diligence and to comply with our obligations in line with Keeping Children Safe in Education, an online search of publicly available information will be undertaken for all shortlisted candidates. The successful applicant will be subject to provide an enhanced DBS disclosure.

Person Specification

You should be able to demonstrate that you meet the following essential criteria.	E = Essential D = Desirable
Qualifications	
A teaching assistant qualification at NVQ Level 3 relevant to the Key Stage or it's equivalent.	E
A valid First Aid Certificate.	D
Good numeracy/literacy skills.	E
Experience	
Experience of working in a school environment.	E
Experience of planning and evaluating learning activities.	E
Involved in planning programmes of learning for individuals and groups.	D
Skills, Knowledge and Aptitude	
An ability to relate well with children and adults.	E
An ability to work independently with individual children and small groups of children.	E
An ability to use initiative when required.	E
An ability to work as a member of a team.	E
A willingness to work co-operatively with a wide range of professionals.	E
Good communications skills, both written and verbal.	E
Use ICT effectively to support teaching and learning.	E
An ability to work within the LA and the Academy's policies and procedures.	D
A working knowledge of foundation national curriculum key stages and government strategies.	D
Personal Requirements	
Sensitive to the needs of children and their parents/carers.	E
An ability to work as part of a team.	E
A calm and positive approach.	E
Committed to professional development.	E