**[http://www.westnorfolkacademiestrust.co.uk/images/WNAT%20logo2.jpg](http://www.google.co.uk/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0CAcQjRxqFQoTCIvzgNHJ-8gCFQFTGgod_fMEPg&url=http://www.westnorfolkacademiestrust.co.uk/schoolpolicies.html&psig=AFQjCNGv0XeLZlIaf3ZMRvHfV5vI2kZasQ&ust=1446891639482155)**

**JOB DESCRIPTION**

|  |  |
| --- | --- |
| **School:** | **St Clement’s High School part of West Norfolk Academies Trust** |
| **Job Title:** | **Asdan Tutor with cover responsibilities** |
| **Grade:** | **Unqualified Teacher Scale** |
| **Hours/weeks:** | **52 weeks** |
| **Responsible to:** | **Headteacher and Senior Leadership Team** |
| **Working With:** | **Teachers**  **Students** |

**Asdan Tutor**

**Purpose of the Job**

The planning, preparation to deliver challenging lessons, which meet the needs of all pupils. The assessing, recording and reporting of the development, progress and attainment of all pupils.

**Responsibilities**

To deliver the Asdan to the pupils who can display social, emotional and mental health difficulties and whose learning disabilities may be affected by an Autism Spectrum Disorder or students who would otherwise struggle to access all GCSE subjects.

Asdan is taught to help students to develop and make full use of their abilities in their personal, social and work-related areas by strengthening their academic and vocational education by engaging and motivating them to enable each student to reach their full education potential, providing skills to assist independence when leaving education. The Asdan course is all coursework with no exams.

# **Professional Attributes**

Have high expectations of children and young people including a commitment to ensuring that they can achieve their full educational potential and to establish fair, respectful, trusting, supportive and constructive relationships with them.

# **Professional Knowledge and understanding**

* Know how to make effective personalised provision for students and how to take practical account of diversity and promote equality and inclusion.
* Know the local arrangements concerning the safeguarding of children and young people, how to identify potential child abuse or neglect and follow safeguarding procedures.

**Professional Skills**

* Use an appropriate range of teaching strategies and resources, which meet learners' needs and take practical account of diversity and promote equality and inclusion;
* Build on the prior knowledge and attainment of those they teach in order that learners meet learning objectives and make sustained progress;
* Develop concepts and processes which enable learners to apply new knowledge, understanding and skills;
* Adapt their language to suit the learners they teach, introducing new ideas and concepts clearly, and using explanations, questions, discussions and plenaries effectively;
* Manage the learning of individuals, groups and whole classes effectively, modifying their teaching appropriately to suit the stage of the lesson and the needs of the learners.
* Make effective use of an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives and monitoring learners' progress and levels of attainment.
* Support and guide learners so that they can reflect on their learning, identify the progress they have made, set positive targets for improvement and become successful independent learners.
* Review the effectiveness of their teaching and its impact on learners' progress, attainment and well-being, refining their approaches where necessary.
* Establish a purposeful and safe learning environment and manage learners' behaviour constructively by establishing and maintaining a clear and positive framework for discipline, in line with the school's behaviour policy.
* Promote learners' self-control, independence and cooperation through developing their social, emotional and behavioural skills.
* Ensure that colleagues working with them are appropriately involved in supporting learning and understand the roles they are expected to fulfil.
* In addition to all of the above responsibilities and duties, to undertake any others that are commensurate with the grade and scope of the post as determined by the Headieacher.

# **COVER SUPERVISOR**

# **Purpose of the Job**

To supervise groups of students undertaking activities that have been previously prepared by teaching staff when the assigned teacher is absent on a short-term basis. There may also be a requirement to work with students at other times to support learning or pastoral activities or to provide other relevant support to members of staff.

**Responsibilities**

* Work closely with the Leadership Team and the Cover Manager to support the cover and administration requirements of the school.
* Supervise groups of students carrying out work that has been set in accordance with the school policy and practice for teaching cover.
* Manage the behaviour of students, in line with the school behaviour policy, to ensure that students undertake the work that has been set, in a constructive and safe environment.
* Respond to general questions and enquiries from students.
* Assist students to undertake set activities, as appropriate.
* Collect completed work after the lesson and return it to the appropriate teacher.
* Report back, as appropriate, any behaviour issues using the schools agreed referral procedures.
* Be aware of, and comply with, policies and procedure relating to school ethos, child protection, health and safety, security, confidentiality and data protection, reporting all concerns to the appropriate person.
* Participate in training and other learning activities.
* To undertake class support, the updating of display boards, administrative or clerical tasks as required.

**Job context and flexibility**

The duties and responsibilities listed in this job description provide a summary of the main aspects of the role. This is not an exhaustive list and the post holder may be required to carry out other tasks, as deemed appropriate to the grade and nature of the post.

This job description is current at the date indicated below but, in consultation with the post holder, it may be changed by the Headteacher to reflect or anticipate changes in the post commensurate with the grade or job title.

Due to the routine of the school, the workload may not be evenly spread throughout the year. Flexibility of hours, and a flexible attitude and willingness to assist others in the team, when required is necessary.

The post holder will have a shared responsibility for the safeguarding of all children and young people. The post holder has an implicit duty to promote the welfare of all children and young people.

The Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment. All staff will be subject to an enhanced DBS (Disclosure and Barring Service) check.

**PERSON SPECIFICATION**

|  |  |  |  |
| --- | --- | --- | --- |
| **Qualifications** | **Essential** | **Desirable** | **How assessed** |
| Level 2 English | **🗸** |  | Appl |
| Level 2 Maths | **🗸** |  | Appl |
| Level 2 IT Qualification |  | **🗸** | Appl |

|  |  |  |  |
| --- | --- | --- | --- |
| **Experience** | **Essential** | **Desirable** | **How assessed** |
| Substantial experience working with young people | **🗸** |  | Appl/Int/Ref |
| Experience of working in a team | **🗸** |  | Appl/Int/Ref |

|  |  |  |  |
| --- | --- | --- | --- |
| **Skills, Attributes and Knowledge** | **Essential** | **Desirable** | **How assessed** |
| Skills and knowledge to deal with student safety and behaviour | **🗸** |  | Appl/Int/Ref |
| Setting high standards to staff and students by personal example | **🗸** |  | Appl/Int/Ref |
| Ability to work effectively under pressure | **🗸** |  | Appl/Int/Ref |
| Ability to prioritise and meet deadlines | **🗸** |  | Appl/Int/Ref |
| Commitment to continued personal development | **🗸** |  | Appl/Int/Ref |
| Ability to assimilate information quickly and prepare succinct summaries |  | **🗸** | Appl/Int/Ref |
| Ability to focus on standards and the belief that all students can succeed given the right opportunity and support | **🗸** |  | Appl/Int/Ref |
| Demonstrate a commitment to equal opportunities | **🗸** |  | Appl/Int/Ref |
| A willingness to relate to the local community | **🗸** |  | Appl/Int/Ref |
| Good presentational skills and the ability to communicate effectively to a range of audiences both verbally and in writing |  | **🗸** | Appl/Int/Ref |
| Good ICT skills |  | **🗸** | Appl/Int/Ref |

|  |  |  |  |
| --- | --- | --- | --- |
| **Personal qualities** | **Essential** | **Desirable** | **How assessed** |
| Ambition for self and others | **🗸** |  | Appl/Int/Ref |
| Genuine concern for others | **🗸** |  | Appl/Int/Ref |
| Decisive, determined and self-confident | **🗸** |  | Appl/Int/Ref |
| Integrity, trustworthy, honest and open | **🗸** |  | Appl/Int/Ref |
| Accessible and approachable | **🗸** |  | Appl/Int/Ref |
| Excellent interpersonal skills | **🗸** |  | Appl/Int/Ref |

Appl = Application form Int = Interview Ref = Reference