

Child Support Worker Robson House and Reintegration Satellite

Level 2, Zone 1

This job description may be amended at any time following discussion between the Headteacher and member of staff, and will be reviewed annually.

Job Purpose:

Robson House and Camden's Primary Reintegration Satellite are specialist provisions for children who have struggled to succeed in mainstream school because of social, emotional and mental health needs. Children attending the Satellite are on short-term placements from their current mainstream school; those attending Robson House tend to have longer-term placements. The purpose of both provisions is to provide intensive support to meet the social, emotional, mental health and academic needs of vulnerable children, so that they are able to re-engage in learning and cope with the demands of a mainstream setting. We aim to provide stimulating learning environments for pupils and to give each pupil a positive experience of school. The Child Support Worker's role is to:

- implement the provision's ethos and aims in order to ensure the needs of all children are met
- work with individuals or groups of children within Robson House, the Primary Reintegration Satellite and in Camden mainstream primary schools, to enable pupils to access learning in and beyond the classroom and make best progress
- collaborate effectively with the multi-disciplinary team to support the process of assessment and intervention to meet children's needs

DUTIES AND RESPONSIBILITIES

All staff must have proper and professional regard for the ethos, policies and practices of the school in which they work, and maintain high standards in their own attendance and punctuality.

The Child Support Worker will:

- Use detailed knowledge and specialist skills to support children's learning and behaviour, under the direction of the class teacher
- Deliver learning activities and teaching programmes adjusting activities according to pupil responses
- Under the direction of the teacher, use resources including a range of media and information technology to motivate and engage children
- Supervise and work with children during activities outside of lessons, such as at play-times and lunch to promote positive behaviour and develop social skills
- Supervise children on visits, trips and off-site activities as required
- Support children during their time in mainstream primary schools
- Work with mainstream school staff to promote schools' capacity to support children independently

- Attend to the pupils' personal needs, and implement related personal programmes, including social, health, physical, hygiene, first aid and welfare matters
- Establish constructive relationships with pupils and interact with them according to individual needs, acting as a role model and setting high expectations
- Proactively engage with children in and out of the classroom to encourage them to persevere in tasks and interact and work co-operatively with others
- Support children consistently whilst recognising and responding to their individual needs
- Work with children in such a way as to promote their self-esteem, learning, independence, and self-regulation skills
- Use positive behaviour management skills to de-escalate challenging situations
- Deploy positive handling skills, including physical intervention, to keep children safe
- Assist in the monitoring of children to support assessment
- Provide feedback to children in relation to progress and achievement.
- Assist with the development of strategies to support individual pupil's emotional and social development
- Contribute to developing and implementing Integrated Plans and Positive Handling Plans
- Establish and maintain positive relationships with colleagues and other professionals, understanding and supporting their roles
- Collaborate effectively as part of the multi-disciplinary team, contributing to integrated assessments and translating advice from other professionals into effective practice
- Contribute to the creation and maintenance of a purposeful, orderly and supportive environment, in accordance with lesson plans and assist with the display of pupils' work
- Monitor pupils' responses to learning activities and accurately record achievement and progress as directed
- Provide regular feedback to teachers on pupils' achievement and progress, and reflect on barriers to learning
- Promote good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour
- Carry out and record targeted interventions to support learning as agreed for individual pupils.
- Undertake pupil record keeping as requested
- Invigilate tests and undertake routine marking of pupils' work where appropriate
- Provide administrative and practical support to the teachers, for example photocopying and setting up, maintaining and dismantling displays
- Attend meetings and participate in training and other learning activities and performance development as required
- Be flexible in undertaking the duties and responsibilities attached to their post
- Perform all such other tasks which reasonably correspond to the general character of the post and their level of responsibility
- At all times to carry out duties with due regard to safeguarding and health and safety procedures
- At all times to act in accordance with their duty of care towards children

Person Specification

The candidates are required to address the selection criteria in their letter of application. Candidates must show evidence of the following criteria, which will be used as part of the selection procedure:

	Essential
Qualifications & Professional Development	<ul style="list-style-type: none"> GCSE qualification (or equivalent) in English and Maths
	Desirable
Experience	<ul style="list-style-type: none"> Evidence of study in the area of Special Educational Needs, in particular Social, Emotional and Mental Health (SEMH) needs Evidence of study in therapeutic approaches Team Teach trained First Aid training
	Essential
	<ul style="list-style-type: none"> Substantial and successful experience of working with children of primary-school age Substantial and successful experience of working with children with social, emotional and mental health difficulties
Knowledge & Understanding	Desirable
	<ul style="list-style-type: none"> Experience of delivering evidence-based academic interventions to individuals and/or groups
	Essential
	<ul style="list-style-type: none"> Working knowledge of National Curriculum / Foundation Stage curriculum Knowledge of learning processes Knowledge and experience of safeguarding and promoting the welfare of children. Knowledge and understanding of how to use a range of behaviour management strategies to promote positive behaviour
	Desirable
	<ul style="list-style-type: none"> Understanding of principles of child development, particularly of children with social, emotional, mental health difficulties Knowledge of a range of evidence-based interventions and therapeutic approaches to meet the needs of children and young people experiencing social, emotional and mental health difficulties Knowledge and understanding of how to use and adapt a range of teaching and learning strategies, including how to personalise learning to provide opportunities for all learners to achieve their potential Knowledge of the SEN Code of Practice and the Equalities Act and other relevant legislation relating to children and young people and their education Good knowledge and experience of using digital technology and/or the arts to enhance learning
Skills & Abilities	Essential
	<ul style="list-style-type: none"> Ability to relate well to children and adults Ability to work constructively as part of a team, understanding school roles and responsibilities and your own position within these and following direction as appropriate

	<ul style="list-style-type: none"> • A positive and solution-focussed approach to creating an inclusive, enabling school environment • Ability to use ICT and other technology to support learning • Ability to self-evaluate learning needs and actively seek learning opportunities • Ability to follow agreed school policies and procedures • Sufficient resilience to adopt a consistently positive response to children's extreme emotional difficulties and challenging behaviour
	Desirable
	<ul style="list-style-type: none"> • Ability to provide clear and accurate reports of children's attainment and progress • Ability to make a contribution to the overall development of the school • Ability to work on own initiative to meet agreed deadlines • Ability to communicate effectively with parents and the wider community
Commitment	Essential
	<ul style="list-style-type: none"> • Commitment to high standards for all pupils • Commitment to implementing the school's safeguarding and equality of opportunity policies both in the curriculum and the school organisation • Commitment to shared responsibility for health and safety in the workplace and its implementation in this area of work

Some hazards may occur, as faced by all staff working in Special Schools and settings for children with SEMH needs, such as management of challenging behaviour and use of physical intervention.

Child Support Workers may be required to carry out other duties as requested by management.

This post is subject to an enhanced DBS check.