Enigma Room Coordinator

Full-time, term time - 37 hpw/ 39 weeks per annum – 0.8667 FTE
(Band 2a, pro rata from NJC Scales 6 to 9– actual salary £23,779 to £24,871)

Job profile

Core purpose

Turing House's pastoral and learning support team support students with their social and emotional needs. This role will provide and clear link between SEND and Pastoral Support by providing a space in which vulnerable students can re-engage with learning. We envisage a full-time, non-teaching member of staff holding responsibility for the day-to-day running of this room. This individual would work closely with the SEN and PLUS teams, as well as SLT, in order to understand the needs and vulnerabilities of the individuals. They would also be expected to liaise with students' class teachers and parents to have an overview of the work students could be completing and to gather any necessary resources as well as communicating progress to all stakeholders.

The head of the room will be responsible for coordinating students' timetables and the overall running of the room. They would be expected to provide support to students in their learning, as well as building trusting, positive relationships that help students grow in confidence and resilience.

Specialist Provision: This space will not be a specialist provision. It is merely an addition to existing provisions, in order to cope with the growing needs of vulnerable students who, despite considerable support from the SEND and PLUS teams, are still experiencing considerable difficulties. The naming and language used around this site will be vital in ensuring that the right children get the support. The maximum length of time allowed in this room will be short term of 6 weeks. This room will not facilitate any students dropping a curriculum subject. The environment and tone of the room will be studious and robust with clear consistency and high expectations. There should not be a need for a relaxed approach as this will not support the students' reintegration to subject classrooms. The small number of students along with the personalised approach to learning in the room should be sufficient to support students' sense of safety and wellbeing.

General Responsibilities (all staff):

1. To perform duties and attend meetings as reasonably required.
2. To participate in the school's performance management scheme.
3. To undergo in-service training where required and to share expertise and skills with others.
4. To contribute to the school's pastoral system.
5. To observe and implement current school policies and good practice.
6. To contribute to the overall ethos/work/aims of the school.
7. To carry out such particular duties as the Headteacher may reasonably direct from time to time

Accountabilities:

The post holder will:

- Report to the Deputy Headteacher
- Work closely with other staff.

Specific responsibilities:

Support for Students

1. Supervise and provide particular support for targeted students, including those with special needs, ensuring their safety and access to learning activities.
2. Establish good relationships with students, acting as a role model and being aware of and responding appropriately to individuals' needs.
3. Encourage students to work and act independently as appropriate.
4. Organise and supervise the running of the Enigma room
5. Attend to the students' personal needs referring to line manager any concerns about student safety and well-being.
6. Establish productive working relationships with students, acting as a role model and setting

high expectations.
7. Promote the inclusion and acceptance of all students.
8. Set challenging and demanding expectations and promote self-esteem and independence.
9. Record students' progress providing feedback to students and relevant staff.
10. Use strategies, in liaison with teachers, to support students to achieve learning goals
11. Assist with the planning of learning activities.
12. Monitor students' responses to learning activities and accurately record achievement/progress as directed.
13. Target, organise, run, measure and report back on small group and one-to-one interventions.
14. Keep and manage detailed, accurate and secure electronic records of concerns, referrals, intervention and support, and maintain student files and chronologies.
15. Perform break and lunch duties
16. Provide support for students with examination Access Arrangements.
17. Support the school with year 6 and year 11/post 16 transition process for SEN and CP students.

Support for the School

1. Be aware of and comply with policies relating to Child Protection, Health & Safety, Equal Opportunities, Confidentiality, SEND Code of Practice as well as general staff procedures.
2. Contribute to the overall ethos, vision and aims of the school.
3. Appreciate and support the role of other professionals.
4. Attend relevant meetings as required.
5. Participate in training and other learning activities as required.
6. Assist with the supervision of students out of lesson times e.g. clubs, extra-curricular activities.

Person Specification

Experience

- Experience of working in a school environment or a similar role
- Experience of working with young people in a school or extra-curricular context is desirable

Professional knowledge

- GCSE or equivalent (NVQ level 2) passes in English and mathematics (literacy and numeracy)
- Relevant first aid knowledge desirable but not essential
- Further training relevant to the role desirable but not essential

Skills and Attributes

- Ability to manage own time effectively
- Ability to adhere to working procedures and policies within the school environment.
- Ability to operate as part of a team or individually as required.
- Ability to relate well to children and adults.
- A high degree of commitment to confidentiality
- Good communication skills
- Good ICT skills
- Patient, flexible and adaptable (to deliver services effectively, a degree of flexibility is needed, and the post holder may be required to perform work not specifically referred to above).