

Job Description

Job Title	On Call First Responder	
Location	Tiverton High School	
Reporting to (job title)	The Assistant Head Student Welfare	
Grade	E	Job No.

Job Purpose

To support learning and teaching within the school by taking the role of On Call First Responder and when needed reset support. The role and duties will evolve.

Major Responsibilities

- Responding to requests to remove students from class, through the school protocols.
- Supervising students removed from class in the reset where necessary.
- Contacting parents regarding matters concerning their child arising from their removal from class.
- Ensuring that information is passed to tutor, Head of year/department, Leadership Team etc. as appropriate.
- Where appropriate undertake small group interventions to enhance student engagement.
- Investigate circumstances surrounding an incident involving on call under the direction of, and in liaison with, a senior member of staff. Gathering evidence of what happened and how to proceed, in line with school policies and procedures.
- Ensuring the correct paperwork is in place so that decisions can be made regarding serious breaches of the school behaviour policy.
- Alert line manager, where staff are not following the school policies and procedures.

Duties

Support the teacher by:

- Providing support for staff within the school, in particular regarding behaviour issues.
- Using strategies, in liaison with teachers, to support students to improve behaviour.
- Monitoring students' records and accurately recording behaviour incidents on CPOMs.
- Promoting good student behaviour, dealing promptly with conflict and incidents in line with established policy and encouraging students to take responsibility for their own behaviour.

- Undertaking restorative conversations with staff/students regarding disruptive students returning to class.
- Establishing constructive relationships with parents/carers and where appropriate participating in feedback sessions with parents.
- Providing administrative support e.g. monitoring CPOMs, photocopying, typing and filing.

Support the students by:

- Modelling our school values.
- Supervising and providing particular support for students, ensuring their safety and access to learning activities.
- Be aware of the development and implementation of Individual Education/pastoral support Plans and Personal Care Programmes.
- Establishing positive relationships with students and interacting with them according to individual needs.
- Promoting the inclusion and acceptance of all students.
- Setting challenging and demanding expectations and promoting self-esteem and independence.
- Providing feedback to students in relation to progress and achievement whilst in the reset (social, emotional and academic).

Support the school by:

- Being aware of and following policies and procedures relating to child protection, health, safety and security, confidentiality and data protection/GDPR, and reporting all concerns to the appropriate person.
- Being aware of and supporting diversity and ensuring all students have equal access to opportunities to learn and develop.
- Contributing to the overall ethos/work/aims of the school.
- Appreciating and supporting the role of other professionals.
- Attending relevant meetings as required.
- Participating in training, appraisal and other learning activities and performance development as required.
- Assisting with the supervision of students out of lesson times, including before and after school and at lunchtimes as required.
- Accompanying teaching staff and students on visits, trips and out of school activities as required and taking responsibility for a group under the supervision of the teacher.

Tiverton High school is committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. An enhanced disclosure is required for this post. Tiverton High school is an equal opportunities employer.

Person Specification

Category	Requirements	Essential/ Desirable	Method of Assessment ¹
Education/ Training	<p>Numeracy/literacy skills at least equivalent to Level 2 of the National Qualifications Framework</p> <p>Requirement to participate in training/development as/when identified by line manager as essential for performance of the post</p> <p>Willingness to participate in other development and training opportunities</p>	<p>Essential</p> <p>Essential</p> <p>Essential</p>	<p>A</p> <p>A, I</p> <p>A, I</p>
Experience	<p>Proven experience of working with disaffected children of relevant age</p> <p>Experience of prioritising, initiating and delivering intervention strategies from a predefined range</p> <p>Experience of delivering effective actions for students at risk of underachieving for reasons of disaffection and/or exclusion</p>	<p>Essential</p> <p>Desirable</p> <p>Essential</p>	<p>A, I</p> <p>A, I</p> <p>A, I</p>
Knowledge	<p>Working knowledge of restorative practices and child centred intervention programmes</p> <p>Understanding of principles of child development and learning processes and in particular, barriers to learning</p>	<p>Essential</p> <p>Desirable</p>	<p>A, I</p> <p>A, I</p>

¹ Key for Method of Assessment
A – Application I – Interview

Skills/ Abilities	Ability to self-evaluate learning needs and actively seek learning opportunities	Essential	I
	Ability to relate well to young people and adults, including other professionals/carers	Essential	A, I
	Ability to deal with incidents in a calm, confident and non-confrontational way	Essential	A, I
	To work constructively as part of a team, to understand classroom roles and responsibilities and own position within these	Essential	A, I
	Effective use of ICT	Essential	A, I

Signatures

Job Description agreed by:

Line/Originating Manager:

Name: _____ **Signature:** _____ **Date:** _____

Head of Service/Head teacher:

Name: _____ **Signature:** _____ **Date:** _____