

St. Ninian's
SCOILL ARD



High School
NOO NINIAN

JOIN THE TEAM



Education Support Officer

Behaviour Regulation & Lesson
Attendance Education Support Officer

JOB DESCRIPTION

EDUCATION SUPPORT OFFICER Behaviour Regulation & Lesson Attendance Education Support Officer

Job title: ESO

Pay Grade: Level 2

Contract type: 37 hours per week (Term time plus one week)

Reporting to: Pastoral / Senior Leaders

Location: St. Ninian's High School

We are seeking to appoint a Level 3 ESO to work closely with senior and pastoral leaders on our Lower School site to help monitor and support students and work with students, parents, staff and other agencies to bring about improved behaviour and attendance at school.

Main purpose

To administer the Ready to Learn Behaviour & Epraise System on our Lower School site, oversee the Behaviour Regulation Room and monitor lesson attendance to support improved behaviour and maintain a high-quality education for all.

Job Responsibilities:

- At Level 2, job responsibilities will be to work under the instruction/guidance of teaching/pastoral leaders to undertake work/care/support programmes, to enable access to learning for students and to assist in the management of students. Work may be carried out in the classroom or other areas. The post will involve providing Education Support including all or some of the duties listed below.

Main Duties:

- Manage and administrate aspects of the school's Ready to Learn Behaviour Regulation System at the Lower School site.
- Co-ordinate and help supervise the Behaviour Regulation Accommodation.
- Liaise with teaching staff, pastoral leaders, support staff and senior leaders.
- Liaise with colleagues to ensure students in the facility are provided with appropriate and sufficient work.
- Communicate set work to students and offer help and guidance as required.
- Receive/check on students who have exited from the classroom, recognise when a student maybe in crisis and ensure they are supported appropriately.
- Promotion of strategies to encourage positive attitudes and behaviour.
- Monitor lesson attendance and follow up on students who fail to attend lessons through the

working day.

- Challenge and motivate students to promote and reinforce high levels of self-esteem. (school values)

Support for the School

- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person
- Be aware of and support difference and ensure all students have equal access to opportunities to learn and develop
- Contribute to the overall ethos/work/aims of the school
- Appreciate and support the role of other professionals
- Attend and participate in relevant meetings as required
- Participate in training and other learning activities and performance development as required
- Assist with the supervision of students out of lesson times, including before and after school and at lunchtime
- Accompany teaching staff and students on visits, trips and out of school activities as required and take responsibility for a group under the supervision of the teacher: teacher.
- To assist with the management of rewards and sanctions ensuring suitable and consistent intervention.
- Assist the Pastoral Leaders with the writing and review of student reports.
- Assist with the running of school tests and examinations e.g. invigilating.
- Assist in the planning of and take part in the internal transition programmes for students moving between Key Stages.
- To take part in study skill workshops, summer school programmes, provide effective transition time for vulnerable students Support for the School:
- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
- Promote inclusion and acceptance of all students.
- Set challenging and demanding expectations and promote self-esteem and independence.



JOB DESCRIPTION CONTINUED

- Promote good student behaviour, dealing promptly with conflict and incidents in line with established policy and encourage students to take responsibility for their own behaviour.
- Contribute to the overall ethos/work/ aims of the school.
- Establish constructive relationships and communicate with other agencies/ professionals, in liaison with the Pastoral Leaders, to support achievement and progress of students.
- Attend and contribute to regular meetings.
- Participate in training and other learning activities as required.
- Recognise own strengths and areas of expertise and use these to advise and support others.
- Use the school management information system to access and input data.
- Work with other others to share good practice and offer support to one another on a regular basis.
- Assist with the supervision of students on visits, trips and out of school activities as required.
- Provide cover for sick/ absent staff and stand in for them when required.
- Support the good public image of the School by ensuring all facility users are dealt with in a polite and professional manner.

children School/Service, they must report any concerns to the designated Safeguarding lead in their area or to the department's Child Protection and Safeguarding Officer:

The contents of this job description may be reviewed and updated as necessary to ensure that it remains accurate and complete. All changes will be made in discussion and with the agreement of the Head of Service or designated Officer.'

Safeguarding

The Department of Education, Sport & Culture is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

All staff are required to undertake training with regard to the safeguarding and welfare of children and young people and the Department commits to providing this training e.g. via induction, on-line, briefings at staff meetings inset days etc., as appropriate.

All staff have a responsibility for promoting and safeguarding the welfare of children and young persons for whom they are responsible, or with whom they come into contact and to adhere to, and ensure compliance with, the Safeguarding Children Board Child Protection procedures and the school/service's Child Protection Policy at all times. If, in the course of carrying out the duties of the post, the post holder becomes aware of any actual or potential risks to the safety or welfare of



PERSON SPECIFICATION

| ATTRIBUTES | ESSENTIAL / DESIRABLE | METHOD OF ASSESSMENT |
|---|-----------------------|----------------------|
| EXPERIENCE | | |
| To be able to provide pastoral support to students | D | CV / Interview |
| To be able to receive and supervise students excluded from, or otherwise not working to, a normal timetable | D | CV / Interview |
| To be able to attend to students' personal needs and provide advice to assist in their social, health & hygiene development | D | CV / Interview |
| To be able to participate in comprehensive assessment of students to determine those in need of particular help | D | CV / Interview |
| To be able to assist the teacher with the development and implementation of individual educational plans | D | CV / Interview |
| To assist in the production of Education/ Behaviour/ Support /Mentoring plans | D | CV / Interview |
| To be able to support provision for students with additional and complex needs | D | CV / Interview |
| To be able to establish productive working relationships with students, acting as a role model | D | CV / Interview |
| To develop 1:1 mentoring arrangements with students and provide support for distressed students | D | CV / Interview |

EDUCATION SUPPORT OFFICER

PERSON SPECIFICATION (continued)

| ATTRIBUTES | ESSENTIAL / DESIRABLE | METHOD OF ASSESSMENT |
|--|-----------------------|-------------------------------|
| To be able to promote the speedy/effective transfer of students across phases/integration of those who have been absent | D | CV / Interview |
| To be able to provide information and advice to enable students to make choices about their own learning/behaviour/attendance | D | CV / Interview |
| To be able to challenge and motivate students, promote and reinforce self-esteem | D | CV / Interview |
| To be able to provide feedback to students in relation to progress, achievement, behaviour, attendance etc | D | CV / Interview |
| QUALIFICATIONS & EXPERIENCE | | |
| GCSE Maths and English Grades A* - C, or Key Skills Level 2 Application of Number and Communication Awards or Functional Skills Mathematics and English Level 2; | E | CV / Pre-Employment Checks |
| NVQ Level 2 for Teaching Assistants, or equivalent relevant qualification (e.g. Level 2 Certificate for Teaching Assistants, Children's Care Learning and Development NVQ Level 2) Completion of DfES Teacher Assistant Induction Programme | D | CV / Pre-Employment Checks |
| Experience working with children/young people of relevant age | E | CV / Pre-Employment Checks |
| Training in the relevant learning strategies, e.g. literacy | D | CV / Pre-Employment Checks |
| KNOWLEDGE, SKILLS & UNDERSTANDING | | |
| Full working knowledge of relevant polices/codes of practice and awareness of relevant legislation | E | CV / Interview |
| Working knowledge of School Management Systems (e.g. SIMS) | E | CV / Interview |

EDUCATION SUPPORT OFFICER

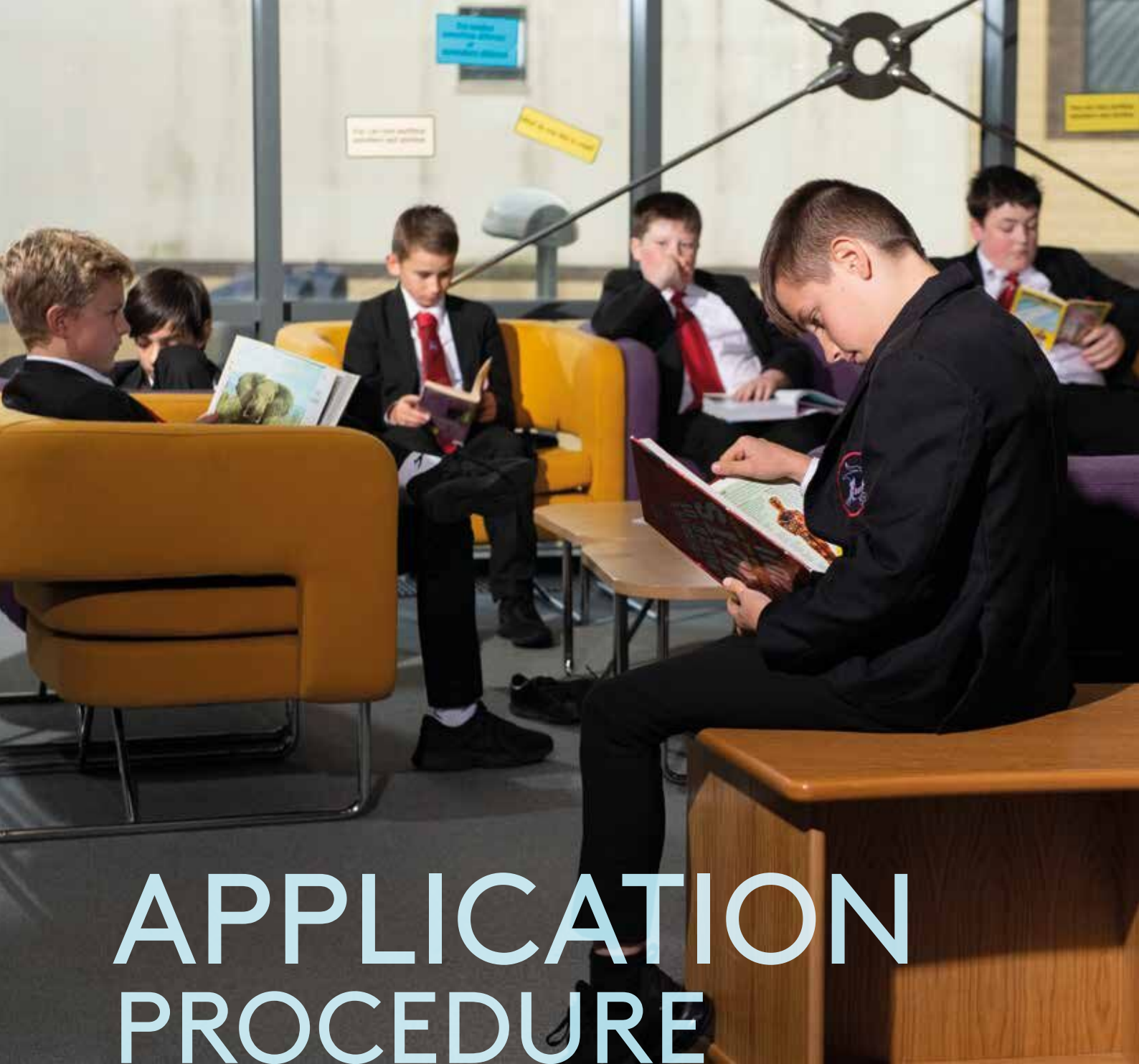
PERSON SPECIFICATION (continued)

| ATTRIBUTES | ESSENTIAL / DESIRABLE | METHOD OF ASSESSMENT |
|--|-----------------------|--------------------------|
| Understanding of principles of child development and learning processes and, in particular, barriers to learning | E | Interview |
| Ability to plan effective actions for students at risk of underachieving | E | Interview |
| Full understanding of the range of support services/ providers | E | Interview |
| Ability to self-evaluate learning needs and actively seek learning opportunities | E | CV/Pre-employment checks |
| Ability to relate well to children and adults | E | Application |
| Work constructively as part of a team, understanding classroom roles and responsibilities | E | Pre-employment checks |
| PERSONAL QUALITIES | | |
| Commitment to team working | E | CV / Interview |
| Commitment to equal opportunities and inclusion | E | CV / Interview |
| Flexibility and adaptability | E | CV / Interview |
| Able to celebrate success | E | CV / Interview |
| Commitment to support colleagues | E | CV / Interview |
| Able to use own initiative | E | CV / Interview |
| Ability to remain calm and measured in stressful situations | E | CV / Interview |
| Good computer skills | E | CV / Interview |

EDUCATION SUPPORT OFFICER

PERSON SPECIFICATION (continued)

| ATTRIBUTES | ESSENTIAL / DESIRABLE | METHOD OF ASSESSMENT |
|--|-----------------------|-----------------------|
| DISPOSITION / ATTITUDE / CIRCUMSTANCES | | |
| Isle of Man worker | D | Application |
| Satisfactory Police Check | E | Pre-employment checks |



APPLICATION PROCEDURE

Applicants are asked to apply for this post by completing the on-line application form at:

www.jobtrain.co.uk/iomgovjobs

If you have any difficulties completing this form please contact 01624 686300 or telephone the school reception on 01624 648800.

In addition to the standard application, candidates are requested to scan and

attach in the additional information field, a single document which contains the following items:

- Curriculum Vitae
- Letter of Application, of no more than 1000 words or 2 sides of A4 paper. Please ensure that your letter highlights how you have made a positive and sustained impact on student or school improvement in your current and recent roles.

The appointment will be subject to the successful candidate being subject to the usual statutory checks.

Please feel free to telephone me to discuss the school in further detail or to arrange an initial meeting with me.



INFORMATION ABOUT ST. NINIAN'S HIGH SCHOOL

“Empowering our students to be self-motivated and confident learners who have respect for others and clear aspirations for their future success.”

VISION, AIMS AND VALUES

Aims:

- Every student is empowered to take responsibility for their own learning and decision-making.
- Every student leaves with clear aspirations for their own future success.
- Every student has developed the skills and dispositions to be life-long learners, make a positive contribution to society and be an active and engaged citizen.
- Every student shows care and respect for themselves, others, their community and the environment.

Values:

Our ethos is to foster the character of our students through the development of good habits which reflect our three core values of Respect; Aspiration and Empowerment. The foundations for success at St. Ninian's have always been built on the positive relationships and mutual respect shown between students, staff, parents and governors. Diversity is celebrated and valued with everyone expected to respect their school, island and global communities.

All at St. Ninian's High School aspire to be the best they can be. We reward hard work, dedication and progress. Students are also given opportunities to look ahead, plan for the future, and are guided to select the most appropriate pathway to enable them to maximise their future success.

Students are empowered to think for themselves, by developing core skills which allow them to make decisions and take responsibility for their own learning and future.

St. Ninian's High School is a school for everyone!



Our Lower School

OUR FACILITIES

Our school is located on two sites; our Lower School, located in Onchan where Year 7, 8 & 9 are educated and the Upper School, located in Douglas where Year 10, 11, 12 & 13 are educated.

Lower School

The Lower School (Bemahague site) was opened in September 2012. It is a superb modern building with outstanding facilities for our students to enjoy. These include two large sports halls, a 3G astro turf pitch, tennis/netball courts and landscaped grounds that incorporate a cricket pitch and a rugby/football pitch. Inside the school boasts a large dance studio, an assembly/performance hall, a suite of ICT rooms all stocked with Apple computers, five

purpose-built science labs and a hydro therapy pool. One major feature is the care taken to ensure all students can enjoy a full and inclusive education on the site.

The lecture/conference room is also a feature of the school which is used by the school but also regularly hosts meetings and conferences from organisations across the island. The island's peripatetic music department is also located on the Lower School site. All the facilities are available for lettings during evenings and at the weekend and many community groups benefit from our superb facilities, as well as our students.

Upper School

The Upper School (Ballaquayle site) was built and completed in 1927 in what was then Outer Douglas. Now it is based within the town boundary. The Upper School is home to students in Key Stage 4 and our Sixth Form. Although an older building the excellent facilities have been regularly upgraded and our students benefit from the many specialist rooms required to be successful in the courses we run at the school. These include specialist technology workshops, food technology and textiles rooms; science laboratories; fully equipped computer rooms; drama studio; Sixth Form Hub; Progress Zone; Special Unit; gym weights room and sports hall.



Our Upper School



WWW.SNHS.IM

LOWER SCHOOL (YEARS 7 - 9)

Heywood Avenue, Onchan
Isle of Man, IM3 3AR
+44 (0) 1624 648900

UPPER SCHOOL (YEARS 10 - 13)

Ballaquayle Road, Douglas
Isle of Man, IM2 5RA
+44 (0) 1624 648800