

<b>Role Title</b>	<b>Typically reports to</b>
<b>Assistant Head of House/CCF School Staff Instructor (SSI)</b>	Assistant Principal/Head of House
<b>Band/Pay Scale</b>	<b>Date of profile</b>
Band 5	September 2018
<b>Purpose of the role (job statement)</b>	
<ol style="list-style-type: none"> <li>1. To have specific responsibility for supporting an identified area e.g: <ul style="list-style-type: none"> <li>• Isolation base, C3 removal and C3 detentions</li> <li>• Running the Naval CCF Unit</li> </ul> </li> <li>2. To manage and coordinate the day to day running of the Isolation Base</li> <li>3. To be highly visible and proactive around the academy throughout the day, patrolling corridors and supporting staff with student behaviour, attendance and punctuality including removal from lessons in accordance with the Behaviour for Learning Policy</li> <li>4. To provide targeted intervention and mentoring support for identified students</li> <li>5. To assist in the smooth running of the Academy</li> <li>6. To provide support to Heads of House in the area listed above and actively promote the House culture and ethos.</li> </ol>	
<b>Responsibilities</b>	
<p><b>General duties of Assistant Head of House:</b></p> <ul style="list-style-type: none"> <li>• Co-ordinate and lead on one of the specific named areas of responsibility</li> <li>• Liaise with Heads of House and Achievement Tutors regarding pastoral concerns for students in their House</li> <li>• Link lead to a specific House (supporting behaviour, attendance, punctuality, rewards)</li> <li>• Identify students in need of intervention and set up/evaluate the effect of appropriate programmes.</li> <li>• Record relevant information and data into Academy systems and trackers (SIMS, SISRA, CPOM's and ClassCharts)</li> <li>• Alongside the Head of House, produce and analyse pastoral data reports and provide interventions (mentoring, isolation, C3 removals, C3 detentions, attendance, behaviour, rewards).</li> <li>• Liaise directly with class teachers and the inclusion manager to gather appropriate work for students within the inclusion centre and fixed term exclusions or pending permanent exclusions</li> <li>• Organise and manage appropriate learning environment and resources</li> <li>• Be responsible for creating and reviewing student IEP's/IBP's/Student Passports</li> <li>• Contribute to provision tracking tools and keep up to date records of students in the House</li> <li>• Systematically record progress and achievement and report back to relevant class teachers and others as appropriate (e.g. members of leadership team)</li> <li>• Work within an established discipline policy to anticipate and manage behaviour constructively, promoting self-control and independence.</li> <li>• Liaise with parents/carers to support students' in overcoming barriers to learning</li> <li>• Assess the needs of students and use knowledge and skills to support students' learning</li> <li>• Establish productive relationships with students/parents acting as a role model and setting high expectations</li> <li>• Promote the inclusion and acceptance of all students within the classroom.</li> <li>• Support students consistently whilst recognising and responding to their individual needs.</li> <li>• Encourage students to interact and work co-operatively with others and engage all students in activities.</li> <li>• Support students working within the Inclusion Centre</li> </ul>	

- Support students to remain in education and ensure students achieve their potential
- Promote independence and employ strategies to recognise and reward achievement
- Provide feedback to students in relation to progress and achievement.
- Support the Behaviour for Learning Policy
- Attend pastoral briefings, student support meetings, House meetings and any other meetings as and when required
- Co-ordinate and lead Family Support Meetings as and when required
- Take the initiative as appropriate to develop appropriate multi-agency approaches to supporting students including making referrals
- Have an understanding of the specialist support services available to young people in the Local Authority
- Provide administrative support as and when required
- Play a role within the wider inclusion team
- Contribute to the wider life of the school including lunch time, house activities and extra-curricular activities
- Comply with and assist with the development of policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting concerns to an appropriate person.
- Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of students.
- Provides cover for lessons as required
- Be responsible for the uniform store and lost property
- To work with the Leadership Team and Inclusion Manager to develop a programme of interventions for targeted students
- Support Head of House to undertake any other duties and responsibilities as required

### **Specific areas of responsibility Naval CCF School Staff Instructor (SSI):**

#### **Accounts**

- The control and maintenance of the Contingent clothing accounts, and records of issues and receipts for all Service Sections.
- The centralising of all demands for new clothing items as a result of kit losses.
- The submission of bills to the Contingent Commander for kit losses.
- The security of all books of account.
- The control and maintenance of the Contingent loan stores account.
- The raising of issue and receipt vouchers for all loan stores.

#### **Pamphlets (MOD controlled documents explaining policy in all areas of training)**

- The control and maintenance of records of MOD pamphlet issues.
- The submission of these records for audit.
- The insertion of all the latest amendments to all MOD pamphlets.

#### **Conferences**

- Attendance at all Brigade SSI conferences.
- Attend Single Service conferences as required.

#### **Quartermaster's Stores**

- The physical maintenance and operation of Quartermaster's Stores with published opening times for cadets to exchange, return of withdraw clothing or equipment.

- The preparation and submission of bills to the Contingent Commander for the recovery of money from parents for kit losses.
- Liaison with RAF TEST NCOs for billing of RAF issue uniform (RAF only).
- Checking of stores and maintenance of accurate registers to ensure that kit and equipment is not lost.
- Carrying out quantity and registration number checks on weapons.
- Carrying out weekly and monthly checks as required.

### **Loan Stores**

- The physical maintenance and operation of the loan stores account.
- The physical collection of loan stores from the MOD prior to training.
- The physical return of loan stores to the MOD after training.

### **Westminster/Bader (if applicable) (The Cadet Management Information System)**

- Entering weekly register onto system.
- Update test results and qualifications on system.
- Entering changes to cadet and CFAV details.
- Seeking out and booking relevant courses for both cadet and CFAs.
- Linking appropriate courses to CFAs to 'upskill' and 'up-qualify' existing CFAVs.
- Linking relevant courses and competitions to appropriate cadets and working through the Contingent Commander to ensure that appropriate arrangements are put in place for them to attend.

### **Booking Field Days and camps**

- Booking appropriate elements of Field Days and camps, including transport, training, support, military training camps, stores, ammunition and weapons.

### **Communication**

- Acting as a filter to ensure that all relevant information comes to the Contingent Commander.
- Maintaining and updating a CCF noticeboard with test results, programmes, scores, letters, courses etc.

### **Training**

- Delivering some training according to the training programme.
- Acting as quality control over all CCF training.
- Confirming and arranging Cadet Training and Support Team attendance.

### **Camps & Field Days**

- The operation of administrative support for the Contingent in this field
- Keeping abreast of forthcoming events and ensuring administrative plans are in place and executed.

### **Reconnaissance**

- Attending recces of proposed training.

## Person Specification

### ESSENTIAL

- Armed Forces (Regular or Reserve) or Cadet Force background, most typically have been a former NCO in one the of Regular of Reserved forces.
- Experience of working with young people with social, emotional and behavioural difficulties
- Ability to work with and motivate young people
- Qualified to at least NVQ 3 within a relevant qualification
- Highly organised and process driven but having the ability to be flexible to the needs of individual students.
- Experience working with children of relevant age in a learning environment.
- Ability to relate well to children and adults.
- Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these.
- Highly experienced
- Sound knowledge of the causes and patterns of poor behaviour and strategies to address these.
- Sound knowledge of how children learn and how to create and maximise learning opportunities.
- To be able to work as part of a team and to have good inter-personal relationships.
- Ability to self-evaluate learning needs and actively seek learning opportunities.
- Excellent numeracy/literacy skills with at least GCSE Mathematics and English Language at grade C or above or equivalent.
- Can use ICT effectively to support learning.
- Ability to assess the needs of young people and their families and work with other agencies to formulate and deliver packages of support

### Personal Attributes

- Excellent time keeping and time management
- A sense of humour
- The ability to be calm under pressure
- Willingness to participate in professional development
- Ability to present information to a variety of audiences

### Interpersonal & Communication Skills

- Excellent communication skills
- Solution focused
- Ability to remain optimistic and act with sensitivity

### DESIRABLE

- Degree in relevant qualification
- Knowledge of specific areas of SEND
- Experience of working within a school and/or with young people
- Working knowledge of school management systems such as SIMS, CPOMS, ClassCharts and SISRA
- Previous experience/involvement with the Armed Forces.

**TRAINING**

- Training and support appropriate to this role will be offered/provided