

Role title: Pivot Outreach Programme (POP) Instructor

Reporting to: POP Site Lead

Role outline and accountabilities

The purpose of this role is to plan, prepare and deliver learning activities for learners who are educated outside of a school environment with social, emotional and mental health needs in order to enable them to make progress according to their learning pathways. These activities will take place in a range of settings including being off site (e.g. during planned off site activities), at pupils home and at times within a POP hub.

Responsibilities

- To work one-to-one or in small groups with the learner(s) to provide a supportive, academic and therapeutic environment, helping to address social, emotional and mental health needs and providing subject support across the curriculum.
- To mark learners' work, monitoring strengths and weaknesses to inform planning, recognising the level at which the learner is achieving and setting targets for progression;
- To monitor, assess, record and report information on student achievement, progress and development when requested.
- To establish, develop and sustain productive working relationships with students, parents and staff of other schools/agencies acting as a positive role model.
- To develop and maintain an up-to-date knowledge and understanding of the subject area/s being taught.
- To identify clear teaching objectives and learning outcomes, with appropriate challenge and high expectations.
- To plan opportunities to develop the social, moral, emotional and cultural aspects of students' learning.
- To work collaboratively with the POP staff team, take responsibility for providing evidence required for young people's case files and progress whilst being involved in planning for next steps of the students provision.
- To participate in staff meetings as required.
- To provide feedback to pupils, schools, parents/carers, The Pivot Academy (TPA) and other relevant agencies of progress and developments through contribution to regular reviews and meetings.
- To communicate and consult with parents over all aspects of their child's education – academic, social and emotional.
- To cover in the absence of a colleague.
- To partake in the quality assurance of the school and promote without prejudice the agreed policies of the school.
- To have an understanding of mental health issues that affect young people and be able to adapt working practices to each young person.
- To communicate an exciting and stimulating shared vision, which fits within the overall Pivot strategy, and inspires and motivates students, staff and all other members of the school community.
- To participate in the review of systems with colleagues to ensure that interventions and support packages are meeting the needs of all learners.
- To ensure that all statutory requirements as defined by Ofsted/DFE/ISA, and other external bodies are actioned.
- To embed a culture of positivity and motivation.
- To promote and actively support TPA's responsibilities towards mental health and wellbeing of our pupils, your colleagues and your own mental health.
- To uphold the TPA ethos and policies at all times.
- To treat all students with dignity, observe proper boundaries and understand that every adult in the academy has a responsibility to safeguard children and young people.
- To undertake other roles or responsibilities as determined by your line manager.

Administration

- Maintain individual student records as necessary and ensure that they are kept up to date using TPA Systems.
- Monitor student behaviour, attendance and achievement using TPA Systems and, in consultation with key staff, decide on appropriate, interventions and rewards.
- Monitor incidents where students require positive handling and ensure appropriate recording and reporting takes place in accordance with TPA school policies.
- Plan revision sessions, prepare students for examinations, and secure appropriate access arrangements by liaising with the SENCo.

Person specification

The person specification outlines the main attributes needed to adequately perform the post specified. It is intended to give prospective candidates a better understanding of the post's requirements. It will be used as part of the recruitment process in identifying and shortlisting candidates.

Attributes	Essential	Desirable
Qualifications and experience	• Experience teaching SEMH/ASC learners • Evidence of being able to build and sustain effective working relationships with young people, staff, parents/carers and the community	• Previous experience using a range of academic/social/emotional interventions.
Knowledge and understanding	• Knowledge of National Curriculum • Knowledge of positive relationship building • Ability to deliver a differentiated curriculum to learners • Knowledge of positive relationship building • To have a basic understanding of safeguarding procedures • Interest in further training in order to meet learners needs	
Skills and abilities	• Confidence in supporting pupils demonstrating a range of complex needs • Excellent administration skills • Good IT skills • High level of resilience • An ability to keep accurate and up to date records • Ability to deal with challenging behaviour • Superb organisation skills and the ability to prioritise independently • Good communicator both verbally and in writing to a variety of audiences • Able to handle confidential and highly sensitive information	
Personal qualities	• Ability to travel across sites including to off site activities • Reliability and integrity • Adaptability to changing circumstances / new ideas • Commitment to the safeguarding of our students • A commitment to inclusive education • Resilience and perspective • Empathy and respect towards others • Willing to work flexibly to support students	• Determination to succeed and the highest possible expectations of self and others