THE AXE VALLEY COMMUNITY COLLEGE

JOB DESCRIPTION AND PERSON SPECIFICATION

Post	Temporary Time Out & Isolation Supervisor
Responsible to	Assistant Headteacher - Standards
Purpose of job	To administrate and supervise the time out room, internal isolations and co-ordinate work from relevant subject areas.
Summary of specific responsibilities	To work under guidance to deliver learning by: • Providing behaviour support • Dealing with internal exclusions and detentions • Being a learning mentor
Duties – Supporting Teachers	• Liaise with subject teachers when appropriate, gaining key information about units of work in order to prepare for supporting students in the isolation room or in time out provision. • To ensure that the time out and isolation room procedures are adhered to and the room is well maintained, neat and tidy. • To use the internal IT systems to log behaviour incidents on SIMs, circulate a weekly behaviour log and create and circulate a termly and annual behaviour report. • To work with the Pastoral Support team to make contributions to inclusion and team meetings devising strategies to progress the isolation room and time out supervision. • Providing objective and accurate feedback and reports as required, to other staff on students' achievement, progress and other matters, ensuring the availability of appropriate evidence. • Being responsible for keeping and updating records as agreed with other staff, contributing to reviews of systems/records as requested. • Assisting in the development and implementation of appropriate behaviour management strategies. • Establishing constructive relationships with parents/carers, exchanging information, facilitating their support for their child's attendance, access and learning and supporting home to school and community links. • Assisting in the development, implementation and monitoring of systems relating to attendance and integration. • Providing clerical/administrative support e.g. dealing with correspondence, compilation/analysis/reporting on attendance, exclusions etc, making phone calls etc. • Supporting the supervision of students at break and lunchtime. • As a term of your employment you may be required to undertake such duties as may reasonably be required of you, commensurate with your grade, as requested by your line manager.
Duties – Supporting Students	• Receiving and supervising pupils excluded from, or otherwise not working to, a normal timetable within the isolation room or time out provision.

	• Establishing productive working relationships with pupils and acting as a role model. • Providing support for distressed pupils. • Promoting the speedy/effective transfer/integration of pupils across phases or on return from periods of absence. • Providing information and advice to enable pupils to make choices about their own learning/behaviour/attendance. • Challenging and motivating pupils, promoting and reinforcing self-esteem. • Providing feedback to pupils in relation to progress, achievement, behaviour, attendance etc. • To work effectively as a member of the school team responding to the needs of students on the basis of the school policies and agreed practices.
Duties – Supporting the College	• Being aware of and complying with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, and reporting all concerns to an appropriate person. • Being aware of and supporting difference and ensuring all pupils have equal access to opportunities to learn and develop. • Contributing to the overall ethos/work/aims of the school. • Establishing constructive relationships and communicating with other agencies/professionals, in liaison with teachers and support staff, to support achievement and progress of pupils. • Attending and participating in regular meetings. • Participating in training and other learning activities as required • Recognising own strengths and areas of expertise and using these to advise and support others. • Assisting in the supervision, training and development of staff. • Implementing planned supervision of pupils out of school hours. • Supervising pupils on visits, trips and out of school activities as required.

PERSON SPECIFICATION

	Essential / Desirable (D)
Education/Training	• Numeracy/literacy skills (at least equivalent to Level 2 of the National Qualifications Framework). • Requirement to participate in training/development as/when identified by line manager as essential for performance of the post. • Willingness to participate in other development and training opportunities.
Experience	• Experience of working with young people. • A firm, calm approach when working with young people. • The ability to be flexible while responding to the ever changing needs of students. • A commitment to inclusion and equal opportunities. • High standard of general education including good written and verbal communication. • Word processing skills. • Computer literacy. • A mature and sensitive manner and excellent inter-personal skills are required. • An ability to work confidently, efficiently and on own initiative is essential. • Flexibility and adaptability.
Knowledge	• Full working knowledge of relevant policies/codes of practice and awareness of relevant legislation. • Working knowledge of the national curriculum and child-centred intervention programmes (D). • Understanding of principles of child development and learning processes and in particular, barriers to learning. • Full understanding of the range of support services/providers (D).

VERSION CONTROL

What	Date	Author
Version 1	Jan 17	SG