



JOB DESCRIPTION- GRADUATE INTERN

Name:

Grade: Band 4 (below the bar): 37 hours per week, 39 weeks a year Pro Rata

Responsible to: SEND Support Officer

Effective from:

CONTEXT

The Albany is a Secondary Alternative Provision Academy providing up to 70 KS3, KS4 and KS5 places for students in the Western Area of Suffolk who are experiencing challenges in accessing mainstream education as a result of social, emotional and mental health difficulties; many who may be at risk of, or have been, permanently excluded. Some also have significant learning difficulties or have a history of school refusal. We currently have 24 SEMH specialist places and 46 AP places.

Students are grouped according to their presenting need in mixed aged classes. They are provided with a blended curriculum, consisting a combination of academic, vocational and personal development activities, delivered in partnership with a number of other providers, utilising the local area resources to the full to enhance the learning experiences of our students. KS5 students (from Sept 2022) will have a bespoke post 16 offer.

The post holder must at all times seek to uphold the core values of The Albany by building and maintaining positive relationships which maximise achievement through a personalised approach to learning.

CORE PURPOSE

As a Graduate Intern you will undertake a training year and gain valuable experience in our learning environment, meeting the needs of children with complex social, emotional and mental health and cognitive barriers to learning. You will work with families and other professionals, developing an understanding of the team around the child.

The core purpose of a Graduate Intern within The Albany, alongside our LSA team, is to support our teaching team and work independently to deliver a personalised curriculum; lowering barriers to learning and enabling students to take responsibility for their own learning and development. In effect to enable our students to *believe* in themselves, *engage* in their learning and personal development and maximise their *achievements*.

A Graduate Intern must be capable of undertaking a sustained responsibility for delivering high-quality support for learning, for which he/she is made accountable. Our students have a range of complex social and emotional needs, therefore an ability to challenge and support our students in changing their behaviour, whilst showing empathy and enabling an atmosphere conducive to learning is essential.

The role requires the post holder to be flexible and able to work autonomously with students, both when supporting a teacher and when working with small groups and individuals outside the classroom. Their work will be guided and supported by the SEND Support Officer and teaching team. As a Graduate Intern, you will also have opportunities to develop your own activities with students to further their and your own learning.

The post holder is expected to take advantage of professional development opportunities to invest in themselves, modelling lifelong learning. At all times the post holder must also uphold the highest standards of personal and professional conduct within and outside school, including maintaining good attendance and punctuality. This also includes (*taken from the teachers professional standards*):

- Treating students with dignity, building relationships rooted in mutual respect, and at all times observing appropriate boundaries;
- Having regard for the need to safeguard students' well-being;
- Showing tolerance of and respect for the rights of others;
- Ensuring that personal beliefs are not expressed in ways which might unduly influence the actions and thinking of others.



SUPPORTING LEARNING

- Enabling students to access learning within the classroom by, for example: reading for those students entitled to readers, helping students to break down tasks into manageable goals, and supporting the acquisition of learning skills
- Delivering 1:1 and small group work interventions outside the classroom designed to promote the acquisition of learning skills (e.g. catch up literacy)
- To work with teachers to assess progress, both academic and SEMH
- To promote a positive attitude to learning through appropriate use of praise
- To support the students in developing their social and emotional skills so that they develop appropriate learning behaviours
- Use student passports effectively, and contribute to the focus meetings to enable colleagues to identify the best strategies for supporting and challenging students

SUPPORTING THE CURRICULUM

- Provide enrichment and depth to our curriculum utilising your own subject knowledge to develop and lead activities and learning within their group and across the school where appropriate.
- Support the enrichment curriculum through accompanying/ leading off site activities
- Take responsibility for the delivery of aspects of the curriculum (e.g. cookery, ICT, challenge learning, work experience, art)
- Support and assist with events and trips organised to extend and enrich the experience of students at The Albany (including providing ideas for these activities)
- Drive the minibus (where appropriate) to enable students to access activities off site more readily
- Use their own vehicle to enable support of home learning and access to off-site learning for individual students

RELATIONSHIPS

- To be the key worker for at least one student, working with them to build their social and emotional skills and capabilities
- To develop and maintain positive relationships with students, supporting them in developing their own skills thereby promoting independence and building accountability for their actions
- To develop positive relationships with all members of the team which promote the school values and enable effective teamwork
- To foster positive relationships with parents/carers
- To engage with other agencies supporting the children in your class to support the work of the team around the child
- To be an ambassador for The Albany and promote our values through all their interactions with others, including other providers (e.g. Further Education providers, enrichment providers, schools)

OTHER DUTIES

- Provide cover for absent colleagues (including teachers) to enable the smooth running of The Albany timetable, either on a daily basis or for a sustained period of time
- Report on student progress in appropriate subject areas (eg NOCN and ASDAN awards, work experience, Challenge Learning etc)
- Ensure accurate record keeping, using the systems in place effectively
- To support your own learning by taking part in regular feedback and evaluation sessions as part of the graduate programme
- To reflect and feedback on your own learning
- To show a commitment to continuous professional development through embedding learning from training activities in their own actions and seeking to develop themselves as effective practitioners
- To attend and contribute to Person Centred Reviews (as student advocate), TAC, SEN and other review meetings if required by their line manager or members of the senior leadership team.

This job description is not necessarily a comprehensive definition of the post but illustrates the range of responsibilities and duties of the Graduate Intern. It is open to periodic review by appropriate consultation.

	Essential	Desirable
A] Education and Qualifications	<ol style="list-style-type: none"> 1. Good Honours degree 2. GCSE English and Maths (Grade C or above) or Functional Skills level 2 3. Aspirations to work with young people in a professional role 	<ol style="list-style-type: none"> 4. Further education qualification relevant to the post, or evidence that such a course is being undertaken
B] Knowledge and Experience	<ol style="list-style-type: none"> 1. Excellent IT skills to support your own learning and the requirements of the workplace 2. Awareness of confidentiality and safeguarding procedures 3. Awareness of the work of schools and/ or vocational and further education settings 	<ol style="list-style-type: none"> 4. Experience of working with young people 5. Knowledge and understanding of the work of significant agencies 6. Hold a full driving license
C] Skills	<ol style="list-style-type: none"> 1. Build and maintain effective relationships 2. Good communication skills – written, oral, listening for a variety of audiences 3. Self-drive and motivation 4. Self-aware and resilient 5. Effective organisational skills 6. Good inter-personal skills 7. Autonomous and collaborative working styles 	<ol style="list-style-type: none"> 8. Sensitivity to and the understanding of the needs of students 9. Ability to encourage, motivate and engage young people 10. Good “child-focused” decision making skills
D] Attitudes	<ol style="list-style-type: none"> 1. High expectations of students’ achievement and behaviour 2. Reflective practitioner 3. Flexible, resourceful and adaptable 4. Promote collaboration and work effectively as a team member 5. Professional and energetic approach to all challenges, with a ‘can do’ mentality 6. Belief in the primacy of relationships in establishing and maintaining effective learning environments 7. Non-judgemental commitment to improving the life chances of all students and their families 8. A passion for educational inclusion including a positive view of difference and diversity 9. Commitment to the ethos and values of The Albany 10. Empathy 11. Willingness to ‘go the extra mile’ to gain experience and support young people 12. Willingness and ability to seize opportunities as they arise. 	
E] Other	<ol style="list-style-type: none"> 1. Ability to drive/travel to schools/further education and alternative settings within the western part of Suffolk 	