

Thrive Practitioner - Job Description

Position: Thrive Practitioner

Reports to: Deputy Headteacher

Salary: NJC 4 – 6 £19,264 - £20,043 pro rata, TTO

Contract Type: Permanent

Job purpose: This role supports the day to day running of a THRIVE provision to support the development, social, emotional and behavioural needs of pupils improving their active engagement in their social and academic environments and access to learning.

Key Responsibilities and Accountabilities

- To encourage the inclusion of pupils who are at risk of social exclusion, those who may have emotional and/or behavioural difficulties by demonstrating the use of positive mentoring strategies and behaviour management techniques designed to develop the pupil's ability to engage in learning and social environments appropriately.
- To make a practical contribution to the implementation of an agreed 'action plan' designed to address a pupil's individual learning needs and/or the development of positive behaviour management systems in the school that are designed to promote and reinforce appropriate behaviour.
- To support the Social, Emotional and Mental Health (SEMH) pupil progress in the school through the delivery of THRIVE 1-2-1 and small group intervention.
- To be accountable for the progress of individual pupils, measured against the THRIVE programme attainment standards.
- To provide direct support for an identified group of students and where appropriate their parents/carers with the aim of reducing truancy and exclusion and promoting achievement.
- To in conjunction with designated school staff devise and implement an action plan that seeks to address a pupil's learning needs and remove any barriers to learning. To do this through the use of a mentoring model, working alongside pupils and school staff, advocating effective models of support for individuals and groups.
- Liaising with Class Teachers, plan and deliver personalised Thrive intervention sessions (This includes creation of resources and sequencing of sessions linked to the schools Teaching and Learning Model).
- To be accountable for the progress and impact made by identified pupils.

- Communication with all stake holders including parents, pupils, school staff and external agencies.
- Maintain pupil Thrive files to show progress.
- Addressing identified pupil SEMH needs.
- Providing support to Class Teachers for Thrive assessment on the admission of new pupils.
- Providing progress data for all pupils receiving Thrive intervention as part of the whole school reporting system.
- Providing written reports and evidence for liaison with outside agencies and organisations as requested.

General

Be aware of and comply with policies and procedures relating to child protection, equal opportunities, health and safety and security, confidentiality and data protection.

Be aware that all pupils have equal access to opportunities to learn and develop.

Participate in training and other learning activities as required and to participate in appraisal and professional development.

These duties may be varied to meet the changing demands of the school at the reasonable direction of the Headteacher. This job description does not form part of the contract of employment. It describes the way the post holder is expected to perform and complete the particular duties as set out above.

REAch2 is committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. An Enhanced DBS with Child Barred List check will be requested.

Thrive Practitioner (LSA) - Person Specification

	Essential	Desirable
Qualifications	NVQ Level 3 qualification (or equivalent) Good numeracy and literacy skills	Qualified Thrive Practitioner
Experience	Experience of working with children of primary age	Ability to engage constructively with and relate to a wide range of young people and families/carers
Knowledge, Skills, and Understanding	<p>Ability to use ICT effectively to support learning.</p> <p>Ability to use other equipment technology, e.g. iPad, photocopier.</p> <p>An Understanding of relevant policies/codes of practice and awareness of relevant legislation.</p> <p>A general understanding of national/EYFS curriculum and other relevant learning programmes/strategies.</p> <p>A basic understanding of principles of child development and learning processes.</p> <p>Ability to self-evaluate learning needs and actively seek learning opportunities.</p> <p>Ability to relate well to children and adults.</p> <p>Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these.</p> <p>Ability to comply with policies and procedures relating to child protection, health, safety and security, confidentiality, data protection and equal opportunities.</p>	
Understanding of Child Protection & Safeguarding Personal Qualities	Enjoy working with primary aged children from a range of backgrounds and commitment to supporting their physical, social and emotional development.	

	<p>Commitment to continued professional and personal development.</p> <p>Professional credibility & commitment to equal opportunities and valuing diversity</p> <p>Demonstrate a commitment to supervision and reflective practice.</p>	
Personal Characteristics	<p>Warm and caring personality, friendly and approachable.</p> <p>Ready to learn from and rise to challenges – keen for all children and staff members to thrive.</p> <p>Creative, practical thinker who works well as part of a team.</p> <p>Punctual and organised (can organise own work load)</p>	
Other attributes	<p>Right to work in the UK.</p> <p>Works withing guidelines and procedures.</p> <p>Evidence of a commitment to safeguarding and promoting the welfare of children and young people.</p> <p>Commitment to promote and support the aims of REAch2.</p>	

When completing the application form applicants should address each of the selection criteria with clear evidence of success.