



Job Description & Personnel Specification

Post title:	Youth Worker
Contract:	Fixed Term to 31 st March 2025 31.5 hours per week, term time only + 5 days
Pay range:	Band 6, scale point 06 – 11 £23,893 - £25,974 AYR FT
Actual salary range:	£17,215.88 - £18,715.32
Line manager:	Headteacher
Location:	Bradford AP Academy

Purpose of the Role:

To support the Headteacher in making excellent provision for pupils who attend BAPA. This will include a curriculum that meets their identified needs and the requirements of legislation and local policy.

Responsible for individual pupils and groups of pupils both within the AP, within the scope of the duties of the Youth Worker post.

Key responsibilities:

Supervision and Guidance

To work under the guidance of teaching/senior staff. This would be on an AP site designated by the Headteacher.

Range of Decision Making

To make decisions using initiative where appropriate, within established working practices and procedures. The post holder will be expected to use good common sense and initiative in all matters relating to:

- The conduct and behaviour of individual and small groups of pupils
- The learning and personal development of individuals or small groups of pupils
- The correct use and care of materials by individual and small groups of pupils
- The safety, mobility, hygiene and wellbeing of the pupils

Together we Exceed

Dawnay Road, Bradford BD5 9LQ
info@exceedacademiestrust.co.uk
01274 086 490
www.exceedacademiestrust.co.uk

Support for pupils:

- Be aware of and follow up on safeguarding procedures that arise.
- Provide youth worker support to pupils.
- To work within a team to identify the needs of young people and assist in the delivery of personal development programmes.
- To understand the `environment and/or neighbourhoods` in which you work
- To build and maintain positive relationships with young people
- To monitor and evaluate youth work in consultation with colleagues and young people
- To encourage young people to actively participate in the decision-making processes and life choices.
- To be aware of and implement BAPA's range of policies and procedures
- To lead and organise activities within BAPA for the students, eg, attending culture trips, outdoor physical activities ie Doe Park.
- Receive and supervise pupils excluded from, or otherwise not working to, a normal timetable.
- Participate in assessment of pupils to determine baseline and exit levels.
- Assist the teacher with the development and implementation of Individual Education/Behaviour/Support/Mentoring plans.
- Support provision for pupils with special educational needs
- Establish productive working relationships with pupils, acting as a role model.
- Develop 1:1 mentoring arrangement with pupils and provide support for distressed pupils
- Challenge and motivate pupils, promote and reinforce self-esteem.
- Provide feedback to pupils in relation to progress, achievement, behaviour, attendance etc.
- Use a 'Team Teach' methodology to support positive behaviour management of pupils.

Support for Teachers

- Liaise with colleagues to gather pupil information.
- Support pupils' access to learning using appropriate strategies, resources etc.
- Assist staff in planning, evaluating and adjusting learning activities as appropriate.
- Monitor and evaluate pupils' responses and progress against action plans through observation and planned recording.
- Provide objective and accurate feedback and reports as required, to other staff on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence.
- Be responsible for keeping and updating records as agreed with other staff, contributing to reviews of systems/records as requested.
- Assist in the development and implementation of appropriate behaviour management strategies.
- Assist in the development, implementation and monitoring of systems relating to attendance and integration .

Support for the Curriculum

- Implement agreed learning activities/teaching programmes, adjusting activities according to pupil responses/needs.
- Be aware of and appreciate a range of activities, courses, organisations and individuals to provide support for pupils to broaden and enrich their learning.
- Determine the need for, prepare and use specialist equipment, plans and resources to support pupils.



Support for the AP

- Be aware of and comply with policies and procedures including; child protection, health and safety and data protection, reporting all concerns to an appropriate person.
- Be aware of, and support difference and ensure all pupils have equal access to opportunities to learn and develop.
- Contribute to the overall ethos/work/aims of the AP
- Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils.
- Attend and participate in regular meetings.
- Participate in training and other learning activities as required.
- Recognise own strengths and areas of expertise and use these to advise and support others.
- Supervise pupils on visits, trips and out of school activities as required.
- To support, uphold and contribute to the development of the Trust's Equal Rights policies and practices in respect of both employment issues and the delivery of services to the community.
- Contribute to the school's self-evaluation process.

Professional Development

- Participate in arrangements for the appraisal and review of your own performance.
- Participate in arrangements for your own further training and professional development and, where appropriate, that of other staff including induction.

Communication

- Communicate with pupils, parents, carers, schools and outside agencies in accordance with the AP ethos, policies and practice.

Working with Colleagues and Other Relevant Professionals

- Collaborate and work with colleagues and other relevant professionals within and beyond the AP.
- Participate in administrative and organisational tasks, including supporting staff within the AP, which require you to exercise your professional skills and judgment.

Fulfil Wider Professional Responsibilities

- Make a positive contribution to the wider life and ethos of the AP

Environmental Demands/Working Conditions

- Will have long periods of sitting or standing.
- Available to work during school hours during term time and a willingness to be flexible as may be required to attend staff meetings/training sessions outside of usual hours.
- Will have contact with members of the public/other professionals e.g. teaching staff, governors, parents/carers, community groups, local education authority, external providers etc.
- The post holder may occasionally be subjected to antisocial behaviour from members of the public/parents/site users.



- This post may include a degree of physical intervention or manual lifting and handling. You are expected to be aware of health and safety policies and procedures and frequently assess your ability to carry out the tasks required of you.
- Report all concerns to an appropriate person.

Fluency Duty

In line with the Immigration Act 2016; the Government has created a duty to ensure that all Public Authority staff working in customer facing roles can speak fluent English to an appropriate standard.

For this role, the post holder is required to meet the Advanced Threshold Level

Advanced Threshold Level

The post holder should demonstrate they can:

- Express themselves fluently and spontaneously at length effortlessly.
- Explain difficult concepts simply without hindering the natural smooth flow of language.
- Take responsibility for promoting high standards of literacy, articulacy, and the correct use of standard English in School.

Special Conditions of Service

No contra-indications in personal background or criminal record indicating unsuitability to work with children/young people/vulnerable clients/finance (An enhanced DBS check is required).

Other Considerations

- To be aware of and comply with policies and procedures relating to child protection; Being vigilant for signs that children may be being abused and to report any such suspicions to the school's nominated Child Protection Co-ordinator or the Headteacher.
- To act in accordance with the Data Protection Act and maintain confidentiality at all times e.g. access to staff/student/parent and carers files.
- Accept and commit to the principles underlying the Schools Equal Rights policies and practices.
- Be able to perform all duties and tasks with reasonable adjustment, where appropriate, in accordance with the Equality Act.
- Must be legally entitled to work in the UK.

Closing date: Monday 4th November 2024 at 9.00am

Interview date: Friday 8th November 2024

For an informal discussion regarding this opportunity, please contact Nicola Frear, Operations Manager or Richard Bottomley, Headteacher

If you are interested in applying for this role, please submit an application form to recruitment@bradfordapacademy.co.uk CVs or applications via Indeed will not be accepted.

Exceed Academies Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. Shortlisted candidates will be subject to related online content checks, in line with Keeping Children Safe in Education 2024. All appointments are subject to an enhanced DBS check as well as successful completion of a probationary period.



Personnel Specification

Area of specification	Essential	Desirable	Method of Assessment
Qualifications	<p>GCSE English & Maths or equivalent</p> <p>Level 4 qualification in education or health or Minimum of 2 year's experience in working in an alternative provision.</p>	<p>Qualifications relating to Youth Work</p>	<p>Application form</p>
Relevant Experience	<p>Experience of working with secondary school age children.</p> <p>Experience of the challenges of living within the City of Bradford</p> <p>Experience of working as part of a team.</p> <p>Knowledge and experience of working within school procedures, relevant policies/codes of practice and awareness of relevant legislation.</p>	<p>Experience of working with pupils, with special educational needs, including social emotional and mental health needs.</p> <p>An ability to identify existing and potential barriers to learning.</p>	<p>Application form and interview</p>
Knowledge/Skills/Abilities (Core competencies)	<p>Have an ability to understand pupils who have additional learning needs, special educational needs and SEMH needs. and the issues relating to them.</p> <p>Proven communication, organisational and interpersonal skills.</p> <p>Evidence of ability to work effectively with others.</p> <p>Evidence of ability to meet deadlines and work under pressure.</p> <p>In line with the Immigration Act 2016; you should be able to demonstrate fluency of the English Language at an Intermediate Threshold Level.</p> <p>Excellent written and spoken communication in English. Good mathematical ability</p>	<p>Knowledge and experience of working with young people whose behaviour can be extremely challenging.</p> <p>Knowledge and experience of organising and promoting positive youth activities..</p> <p>Willingness to participate in further training / CPD.</p>	<p>Application form and interview</p>

Disposition	A positive attitude and commitment Able to remain calm and measured Able to relate well to secondary age children and demonstrate kindness and empathy. Flexibility and adaptability Maintain confidentiality	Willingness to share knowledge, expertise and experience.	Interview
--------------------	---	---	-----------

The post holder must be able to perform all duties and tasks with reasonable adjustment, where appropriate, in accordance with the Equality Act 2010.

This job description is not your contract of employment, or any part of it. It has been prepared only for the purpose of school organisation and may change either as your contract changes or as the organisation of the school is changed. Nothing will be changed without consultation.

