JOB DESCRIPTION

Dovecote school is committed to creating a diverse workforce. We'll consider all qualified applicants for employment without regard to sex, race, religion, belief, sexual orientation, gender reassignment, pregnancy, maternity, age, disability, marriage, or civil partnership.

Job Title	Computing, Gaming and Coding Tutor
Hours	40 hours p/w
Working Weeks	41 weeks p/a
Salary	Competitive Salary
Responsible to	Headteacher
Purpose of Job	The Computing and Coding Learning Support Assistant will provide students an opportunity to develop their skills in Gaming, Coding and digital media.

DOVECOTE SCHOOL VISION

1. We strive to equip all students with the skills needed to meet their full potential through an innovative and specialised curriculum. Small scale learning communities where young people are known as individuals.
2. The learning process is active.
3. The learning community is underpinned by environmentally sustainable values and practices.
4. Student voice is empowered through a strong emphasis on developing individual communication strategies.
5. Families and the local community are vital partners in the life of the school, and they share in the decision-making. We work together as a team to provide a happy, safe, and stimulating environment, whilst promoting well-being for all and building confidence for the future

WE VALUE	WE AIM TO
LEARNING	Create nurturing, challenging and empowering learning opportunities for children, staff, and parents/carers.
INCLUSION	Offer a broad, balanced curriculum that is relevant and accessible for all children
ACHIEVEMENT	Celebrate the achievements and successes of everyone
COMMUNICATION	Ensure everyone has a voice and their contribution is valued

RESPONSIBILITY	Secure the accountability of all through distributive leadership, rigorous monitoring and evaluation
REFLECTION	Improve future performance through the continuous evaluation of our practice
CREATIVITY	Think outside the box and try new ideas to continuously raise standards
COMMUNITY	Foster positive working relationships with parents/carers, multi-agency professionals and the local community
ENVIRONMENT	Protecting our future and our planet
DIVERSITY	Promote tolerance and respect for individual differences, abilities, needs and beliefs
WELL-BEING	Create a safe, caring environment in which everyone is healthy, happy, and ready to learn
TRANSITION	Equip children and families with the knowledge, skills, independence, and resilience to face future challenges

AIMS AND OBJECTIVES

MAIN DUTIES

- Plan, prepare and deliver purposeful and productive activities for students.
- Be prepared to innovate and devise imaginatively varied ways of teaching the technology-based experience to students.
- Encourage students and show enthusiasm for their subject inside and outside of their gaming/coding school sessions.
- Select and use a range of different resources and teaching styles, appropriate to the gaming/coding experience.
- Promote positive management of behaviour in the school environment, establish routines and boundaries to ensure the safety and good behaviour of the students.
- Implement agreed practice with individuals and groups of students.
- Work with the teacher and senior staff in the observation, assessment, and planning cycle and to manage and prepare resources
- Engage with and support students learning and support students with set activities, independent problem solving and creative play.
- Always supervise students and this may include lunchtimes as required.
- Accompany teaching staff and students on visits, trips and out of school activities as required and take responsibility for a group under the supervision of the teacher or senior staff.

Responsibilities:

Adapted Curriculum Development:

- Modify and develop curriculum materials to accommodate diverse learning needs and abilities within the SEN spectrum.
- Incorporate inclusive teaching strategies and resources to make computing, gaming, and coding accessible to all students.

Differentiated Instruction:

- Provide differentiated instruction based on individual students' abilities and learning styles.
- Use a variety of teaching methods and assistive technologies to support diverse learning needs.

Individualised Support:

- Offer tailored support to students with SEN, including those with autism, Anxiety, PDA, ADHD, or other learning challenges.
- Identify and implement personalised strategies to enhance engagement and understanding.

Project-Based Learning:

- Facilitate project-based learning experiences that align with the abilities and interests of students with SEN.
- Encourage creativity and problem-solving skills through hands-on coding and gaming projects.

Assessment and Progress Monitoring:

- Develop alternative assessment methods to accurately gauge students' progress.
- Collaborate with support staff and parents to monitor and communicate student achievements and challenges.

Sensory Considerations:

- Integrate sensory-friendly elements into the learning environment.
- Implement strategies to accommodate sensory sensitivities during lessons and activities.

Collaboration:

- Work closely with special education professionals, support staff, and therapists to provide a holistic approach to student development.
- Foster effective communication with parents/guardians regarding student progress and learning strategies.

Practice

- Ensure that all students, adults, and visitors are treated with dignity and respect, in an environment which reflects the importance of and their right to be treated as valuable worthwhile individuals.
- Ensure every step necessary to ensure that students are protected from neglect, abuse, and exploitation.
- Maintain strict confidentiality.
- Report any safeguarding concerns to the Designated Safeguarding Lead/Head Teacher.

Continuous Professional Development
- Assume responsibility for own professional and personal development.
- Maintain a high level of competence to deliver the organisation's requirements.
- Ensure a robust and thorough working knowledge of fire regulations, H&S, children's safeguarding, and all relevant regulatory and legal requirements impacting on the organisation and services.
- Attend and participate in supervision.
- Undertake relevant mandatory training.

Safeguarding
- Ensure that the Safeguarding Policy is always followed.
- Ensure that any safeguarding concerns are reported and followed-up without any undue delay.
- When required, complete fact-finding investigations for safeguarding allegations.

Additional Responsibilities
The above job description forms part of your main terms and conditions of employment, although does not include or define all tasks. The Company reserves the right to vary duties and responsibilities at any time.

Equal Opportunities
Dovecote School supports Equal Opportunities in employment and opposes all forms of unlawful discrimination on all grounds. You are expected to always comply to the Companies EO Policy and Guide to Equality document.

If you are passionate about making computing, gaming, and coding accessible to students with special education needs, we encourage you to apply. Please submit your resume and a cover letter detailing your relevant experience and your approach to teaching students with SEN.

	ESSENTIAL	DESIRABLE
Personal Attributes	- Bright, confident personality well-presented and highly personable. - Patient, empathetic, and enthusiastic about creating an inclusive learning environment. - Highly methodical and organised - Flexible approach with the ability to work unsupervised. - Able to make the most efficient and effective use of resources. - Be accountable, honest, and reliable. - Provide individuals with confidence, inspiration, direction, and guidance. - Understanding and empathy with the work of the school - Self-motivate with a positive attitude. - Develop innovative solutions.	
Job Skills	- At least one year's related experience within a technology-based job role. - Experience working with students with SEN, particularly in a computing or coding context. - Knowledge of assistive technologies and adaptive teaching methods. - Strong communication and collaboration skills. - Proven ability to deal with a wide variety of people in a positive and confidential manner. - Ability to cope with stressful/conflict situations. - Ability to prioritise tasks. - Ability to deal with challenging behaviour. - Ability to act on own initiative. - Commitment to equal opportunities - Ability to communicate orally and in writing with both internal and external Possess a good ability to communicate effectively using records, reports, emails, and verbal communication with individuals and groups. - Ability to use IT: Microsoft Word and Outlook, - Strong organisational skills - Attention to detail. - Ability to work collaboratively and co-operatively with all professional colleagues and students.	

Knowledge & Experience	- Knowledge and understanding of the principles of teamwork. - Non-discriminatory practice - Working as part of a team - Good understanding of Safeguarding legislation, policy, and procedures. - Comprehensive knowledge of Health and Safety Legislation	- Working with children and young people who have experienced trauma. - Understanding of the processes of self-evaluation in relation to school improvement - Knowledge and understanding of strategies for raising the personal and academic achievement of all students. - Knowledge and understanding of the use of assessment for learning. - Knowledge and understanding of new technologies and their use and impact to support learning. - Knowledge and understanding of the collection and use of data to support.
Qualifications	Bachelor's Degree in Special Education, Computer Science, or a related field.	
Training	- Commitment to personal and professional development. - Ability to engage with learning opportunities including effective use of supervision, training, e-learning, and feedback.	
Working Conditions	- The ability to be physically able to perform your duties as recognised in CPI – MAPA. - A satisfactory DBS will be required for all employees.	

Notes:

This job description may be amended at any time in consultation with the postholder.