



Gateway Support Worker (KS3 & 4)

Responsible to: Gateway Manager / SENDco

JOB DESCRIPTION & PERSON SPECIFICATION

Introduction

This role is to support the provision of a mainstream plus SEN support resource base called the Gateway. Gateway supports up to 10 young people who are autistic and/ or have social emotional, mental health needs that impact their ability to successfully access a mainstream setting. The support provided allows the young people to prepare and integrate into mainstream education. This is done through bespoke and personalised plans to participate and actively engage in their own learning.

As the Gateway (SEN) Resource Support Worker you will:

- Be inclusive in every decision made to Support the day to day running of the resource base (Gateway), you will work in collaboration with the Gateway Manager, ensuring every child develops the skills they need to reach their full potential both academically and holistically.

1. Specialist Teaching and Learning Responsibilities

As a SEN specialist support you will:

- a. Work creatively to build the students wellbeing and character to ensure access to a national curriculum.
- b. Work closely with teaching staff and other support staff to ensure the best academic outcomes for the young person.
- c. Work collaboratively with parents to ensure progress is reviewed regularly and that the child and parents voice is captured.
- d. Work closely with young people to develop the social, emotional mental health needs to ensure they can access the learning available to them in lessons.
- e. Provide a stimulating and well-structured learning environment suitable for students with SEMH/ ASC difficulties should they be unable to be in their lessons.
- f. Support the students for any transitions including post 16 planning and placement securing.
- g. Keep abreast of developments in best practice around supporting young people with SEND including the use of outdoor learning and Forest school.
- h. Play a full and active role in the development of the school including individual and whole school improvement
- i. Engage proactively with the school's performance development and review and supervision processes
- j. Participate in and take responsibility for your continuing personal professional development
- k. Support the school through developing consistent approach to behaviour management.
- l. Promote student progress through the effective deployment and coordination of other support staff including HLTAs and Inclusion Support Workers

2. Managing the resource and Other Settings

- a. Support the development and delivery of personalised learning packages working in partnership with other professionals, schools and agencies
- b. Support students within the school grounds and in a variety of other settings as required, for example, outreach, alternative provisions, work experience, community and enrichment activities
- c. Attend a range of meetings as required including parents' evenings, EHCP reviews and PEPs etc.
- d. Contributing to the assessment and review process and their reintegration into mainstream
- e. Promote holistic approaches to development including work experience, volunteering, attendance and engagement with extracurricular activities to develop the young person's character

3. Support to Children, Families and Communities

- a. Build effective relationships with parents and carers sharing information regarding students' achievement, behaviour and well-being
- b. Support students and their parents and carers to make the most of the educational and other relevant opportunities available to them
- c. Liaise effectively with, and signpost to other agencies when necessary, for example, social care, SENACT, EPs, YOT, CAMHS etc.)

4. General

- a. Contribute to the accurate and appropriate use and maintenance of up-to-date recording systems including those related to attendance, behaviour, progress and learning etc.
- b. Demonstrate a critical understanding of strategies, processes and developments within SEND and reflect this understanding in daily practice
- c. Take reasonable care of the health and safety of yourself, other persons and resources whilst at work
- d. Co-operate with the leadership and management of the school as far as is necessary to enable the responsibilities placed upon it under the Health and Safety at Work Act to be performed e.g. operate safe working practices
- e. You will be expected to carry out your duties in line with the Trust's policies, procedures and relevant legislation. You will be made aware of these in your appointment letter, statement of induction, ongoing performance management and development and through Academy and Trust communications
- f. As part of your wider duties and responsibilities you are required to promote and actively support the school's responsibilities towards safeguarding.

5. Other

- a. To play a full part in the life of the school community, to support its distinctive mission and ethos and to encourage staff and students to follow this example
- b. To promote actively the Academy's Policies & Procedures
- c. To comply with the school's Health and Safety policy and undertake risk assessments as appropriate
- d. To undertake any other duty as specified not mentioned in the above
- e. To comply with the Academy's procedures concerning safeguarding and to ensure that training is accessed

Criteria

In order to be shortlisted for this post, you will need to demonstrate, using examples in your application, that you meet the criteria listed below. Competence may be demonstrated through knowledge, experience, skills, abilities, education, training, work and other activities. In your response you should describe the activity you have chosen to demonstrate each area, describe what happened and what the outcome was.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified, Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.

Employees are expected to maintain a standard of dress conducive to their position as professionals and in setting an example to students.

This job description is current at the date shown, but following consultation with you, may be changed by the Principal to reflect or anticipate changes in the job which are commensurate with the salary and job title.

I confirm that I have read and understood the details contained within this job description. I understand that by signing this document, I agree to the terms and conditions contained within it.

Signed	
Print Name	

Dated	
--------------	--

CRITERIA	ESSENTIAL/ DESIRABLE	IDENTIFIED
GENERAL AND SPECIAL KNOWLEDGE AND SKILLS		
• SEN specialist with a clear understanding of how children learn	E	APPLICATION FORM/SELECTION PROCESS
• Knowledge of effective curriculum development in KS3 and KS4	D	
• Ability to lead, work and plan as part of a team	E	
• Ability to organise effective classroom management and teaching strategies to engage students and promote progress	E	
• Support nurture and outdoor learning or able and committed to developing these skills in a short amount of time	E	
• Excellent understanding of assessment and target setting	E	
• Overview of teaching staff in provision to ensure that they differentiate their teaching to support all students and their SEN	E	
• Commitment to parental involvement	E	
RELEVANT EXPERIENCE		
• Experience of working with students who have SEMH needs	D	
• Experience of topic-based planning and assessment	D	
• Experience of supporting learners with autism.	D	
• Experience of planning and monitoring personal learning packages	E	
• Experience of implementing intervention strategies to support students	E	
• Experience of liaison and co-operation with other professional agencies	D	
EDUCATION AND TRAINING		
• SEN qualification / working towards	D	APPLICATION FORM/SELECTION PROCESS
• Commitment to continue professional development	E	
• Emotional Literacy support qualification	D	

ADDITIONAL FACTORS		
<ul style="list-style-type: none"> Ability to work flexibly and co-operatively as a member of the school team 	E	APPLICATION FORM/SELECTION PROCESS
<ul style="list-style-type: none"> To be positive, sensitive, resilient, enthusiastic, trustworthy, respectful of confidentiality and promote a good image of the school in the wider community 	E	
<ul style="list-style-type: none"> Willing to participate in additional school activity, and involvement in the wider life of the school 	E	
<ul style="list-style-type: none"> Good organisational skills yet flexible and motivated in attitude to respond to the changing needs of the school 	E	
<ul style="list-style-type: none"> A commitment to the whole school philosophy and a desire to continually strive for improvement 	E	
<ul style="list-style-type: none"> An Enhanced Disclosure & Barring Service check 	E	

Prepared by: The Cornerstone Academy

Date: May 2026