

Job Title:	Teaching Assistant
Job Location:	Undershaw, GU26 6AU
Responsible to:	The Director of Safeguarding (DSL), Welfare and Pastoral Care
Salary:	In line with National Living Wage
Qualifications:	GCSE or equivalent in English, Maths Level 2 Teaching Support qualification or relevant equivalent or working towards a Level 3 Teaching Support qualification or relevant equivalent.

We currently make provision up to 95 children aged 7 – 18 years with mild to moderate learning disabilities or ASD (High Functioning)

The school is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment.

HOURS OF WORK

Full time hours: Monday, Tuesday and Thursday 8.30 am – 4.30 pm, Wednesday 8.30 am – 5.30 pm, Friday 8.30 am – 3.30 pm

MAIN RESPONSIBILITIES

You are required to perform the duties of a teaching assistant (level I, level II, level III as specified) in accordance with the immediate directions of the Headteacher. These duties include, but are not limited to:

1. Supporting and delivering learning.
 - Work under the direct instruction of teachers in the classroom.
 - Support access to learning for groups of students and provide general support to the teacher in the management of students in the classroom.
 - Understand and be familiar with the therapeutic strategies for each student (as specified in their Educational Health and Care Plan (EHCP) and Educational Psychology (EP) reports) and work with teachers and therapists to ensure they are integrated in classroom practice.

- Understand and be familiar with the teaching and learning requirements and strategies set out in each student's EHCP and EP reports, and work with teachers and therapists to ensure they are integrated in classroom practice.
 - Help students develop and practice social skills, facilitate interactions and help develop appropriate relationships.
 - Support the administration of medication in line with the school's medication policy.
 - Work with teachers and therapists to ensure that Engagement Support Plans are written, kept up to date and are readily available.
2. Curriculum support
- Where required, under the guidance of senior staff, provide support in a specific curriculum, therapy or resource area, including preparation, and maintenance of resources and support to staff and students.
 - Occasional supervision of small class groups during short term absence of teachers.
3. Pastoral support
- Support students to compile paperwork for the Annual Review and attend Annual Reviews for each child in their tutor group when required.
 - Contribute towards the writing of the pastoral report for annual review in liaison with the form tutor.
 - Support students with their individual timetables and any changes to student routines.
 - Complete the home-school book for assigned students as required.
 - Send a weekly round-up for the form group to parents at the end of each week.
 - To use the school's information systems to record a variety of data (e.g. attendance, behaviour, merits, pupil events, etc).
4. Behaviour support
- Work alongside teaching and therapy staff to ensure a suitable learning environment is available.
 - Work with therapist and teachers to support student's overcome barriers to learning.
 - To carry out allocated duties throughout the school day, including at break and lunch times, and at other times.

KEY RESPONSIBILITIES

1. Be familiar with and adhere to school and workplace policies, promoting collective responsibility for these policies.



2. Engage with professional development to ensure that an appropriate skillset and understanding is maintained.
3. Under direction from teachers, support personalisation and differentiation for students, being flexible, adaptable and creative to enable students to achieve their potential.
4. Develop knowledge and understanding of the assessment for learning processes in class and provide relevant feedback to the student and teacher to facilitate effective learning. Supporting students to achieve relative to their prior attainment, making progress similar to learners nationally.
5. Ensure data around progression and achievement is recorded for each student. Action the School Marking policy consistently for all learners' work.
6. Work effectively as a member of a multi-disciplinary team (teachers, therapists and relevant support staff).

SPECIFIC RESPONSIBILITIES

PERSONAL ATTRIBUTES

1. To have high expectations of students with SEN, including a commitment to ensuring that they can achieve their full educational potential, and to establishing respectful, trusting, supportive and constructive relationships with them.
2. To act as a positive role model for students, actively demonstrating school values and attitudes and setting clear expectations for standards of behaviour.
3. To communicate effectively with students, staff and stakeholders on a range of matters, including attainment, objectives, progress and well-being.
4. To be respectful, welcoming and supportive towards parents, carers and stakeholders.
5. To recognise that communication is a two-way process and encourage parents and carers to participate in discussions about the progress, development and well-being of students.
6. To recognise and respect the contribution that colleagues, parents and carers make to the development, well-being and levels of attainment of students.
7. Evaluate performance and be committed to improving practice through appropriate professional development.

To adapt practice where benefits and improvements are identified, acting upon advice and feedback with an open mindset towards coaching and support.

PROFESSIONAL KNOWLEDGE AND UNDERSTANDING

1. To show knowledge and understanding of assessment, assist with assessment under the direction of the teacher or therapist.
2. To provide learners with accurate and constructive feedback on their strengths, weaknesses, attainment progress and areas for development with input from teacher's and therapist's.
3. To develop a knowledge and an understanding of the curriculum and related pedagogy, where applicable, so that appropriate support can be provided to learners.
4. To know how to use skills in literacy, numeracy and ICT to support students learning.
5. To develop an understanding of how to support children and young people in relation to their specific needs.
6. Take account of diversity and promote equality and inclusion through teaching support, considering British values.
7. To understand the roles of colleagues and the contributions they make to the learning, development and well-being of students.
8. To know how to draw on the expertise of colleagues and to refer to sources of information, advice and support.
9. To demonstrate a clear understanding of the legal requirements on the safeguarding and promotion of well-being of children and young people.

PROFESSIONAL SKILLS

1. To support activities for learners which promote their literacy, numeracy, ICT and thinking and learning skills appropriate within their phase and context.
2. To support any homework, out-of-class assignments, additional learning and coursework for examinations (where appropriate) at the direction of the teacher.
3. Guide individuals and small groups through challenging, well-organised sessions to meet individual SEN's across the age and ability range.
4. To provide accurate and constructive feedback on learner progress and areas for development as required from your observations to your colleagues when required.
5. To support and guide learners so that they can reflect on their learning, identify the progress they have made and become successful independent learners.



6. To self-review the effectiveness and impact of your teaching support on learners' progress and attainment and well-being.
7. To support and help establish a purposeful, aspirational and safe learning environment.
8. To identify and use opportunities to personalise and extend learning in collaboration with the teacher.
9. To maintain a clear and positive framework for discipline, in line with school's behaviour policy.
10. To promote learners' self-control, independence and cooperation through developing their social emotional and behavioural skills.

HEALTH AND SAFETY

- Adhere to Stepping Stones Health, Safety and Welfare policy at all times.
- Promote Health and Safety in all session plans and objectives.
- Maintain tools and equipment to a high standard.
- Carry out all activities with the learner in mind.
- Develop a Health and Safety culture amongst all learners.
- Report all incidents and accidents to Health and Safety Officer.

EQUALITY AND DIVERSITY

- Promote equality of access to education, training and employment opportunities for disabled people, and advocate a positive attitude.
- Recognise that disabled people are individuals who have specific needs
- Employ support strategies that will empower students.
- Show awareness of knowledge and display non-discriminatory behaviours at all times in relation to culture, race, ethnicity, disability, gender, sexuality and age.
- Recognise the importance of inclusion by using appropriate means of communication at all times.
- Be flexible, trying to meet the changing needs of both students and environment.

CONFIDENTIALITY

- Respect confidentiality. All personal information about students to which you have access should be treated as confidential. Information about the student's needs, progress and assessment should only be shared with the team to aid support.



Undershaw

- Remain objective and do not favour any gender, language or culture and comply with the School policy.

GENERAL

- Other reasonable duties at the discretion of the Director of Safeguarding (DSL), Welfare and Pastoral Care or Senior Management Team.