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| **Role** | **Grade** | **Location** | **Reports to** |
| Teaching Assistant SEN Level 4 | Grade 6 | Pioneer House High School | Headteacher |

**Main purpose of the job**

To be a part of a team providing exceptional education for students so that they become happy, confident adults.

The post holder will:

* To complement the professional work of teachers by taking responsibility for agreed learning activities and provide cover for teachers across school during Planning Preparation and Assessment Time (PPA) and Education and Health Care Plan meetings (EHCP). This will involve planning, preparing and delivering learning programmes and support to individual pupils, small groups and on a short term basis to whole classes.
* Support the development of focused curriculum areas in school or across a department.
* Provide support in elements of accreditation
* Work in collaboration with teaching colleagues to plan and lead interventions.
* Contribute to Senior Management Team or Departmental Management Team.
* Line management, supervision of support staff, including implementation of performance management procedures.

**Key relationships**

The post holder will report to the Teacher/Headteacher. To work under the supervision of the class teacher, department lead Senior Leadership Team and Head teacher.

The post holder will also work with Parents and external agencies under the guidance of the class teacher.

**Main accountabilities**

1. To work with groups of children under the supervision of the teacher including the delivery of therapy and programmes of work and implementation of ILPs.
2. Assess the needs of pupils and use detailed knowledge and specialist skills/training/experience to support pupils learning.
3. Establish productive working relationships with pupils, taking on role model by presenting a positive personal image and setting high expectations.
4. Promote the inclusion and acceptance of all pupils.
5. Encourage pupils to interact and work co-operatively with others and engage all pupils in activities.
6. Promote independence and employ strategies to recognise and reward achievement of self-reliance.
7. Provide feedback to pupils in relation to progress and achievement.
8. To assist with the dispensing of medication in exceptional circumstances with appropriate training and under the supervision of medical staff where necessary.
9. To carry out escort duties as appropriate whenever required.
10. To assist pupils in the hydrotherapy pool (where applicable), lift, dress, and providing support to the pupils with the activities in the pool.
11. To support pupils on integration placement in mainstream schools or colleges and on work experience placements.
12. Support pupils whilst recognising and responding to their individual needs.
13. Attend to pupils’ personal needs, including minor first aid and provide advice to assist in their pastoral, social, health, hygiene development and welfare matters.
14. To assist the teacher to ensure a safe classroom and outdoor environment, checking materials and personal equipment for defects and implement risk assessments carried out by the teacher according to school guidelines. This will include cleaning equipment used by pupils and ensuring its accessibility.
15. To liaise with therapists, medical staff, and other personnel working with pupils as required, assisting with the coordinating and planning of programmes of work and to integrate specialist advice and practice into ILPs.
16. Organise and manage an appropriate learning environment and resources.
17. Within an agreed scheme, of supervision, contribute to the whole planning cycle, including preparing challenging teaching and learning objectives to evaluate and adjust lessons/work plans as appropriate.
18. Give regular feedback on children’s progress to the class teacher and file records.
19. Be responsible for keeping and updating records, information and data, producing analysis and reports as required.
20. Provide objective and accurate feedback and reports as required, to the teacher on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence.
21. Record progress and achievement in lessons/activities systematically and providing evidence of a range and level of progress and attainment.
22. Undertake marking of pupil’s work and accurately record achievement/progress.
23. Administer and assess routine tests and invigilate exams.
24. Monitor and manage stock within an agreed budget, cataloguing resources and undertaking audits as required.
25. Provide specialist advice and guidance (e.g Science/PE) as required.
26. Liaise with parents/carers, schools and establish constructive relationships and communicate with other relevant bodies to support achievement and progress of pupils.
27. Supporting the role of parents in pupils’ learning and contribute/lead meetings with parents to provide constructive feedback on pupil progress and achievement.
28. Take the lead role in the development and implementation of appropriate behaviour management strategies promoting self-control and independence.
29. Monitor and evaluate pupil responses to learning activities through observation and planned recording of achievement against predetermined learning objectives.
30. To provide curricular clerical/admin support eg. photocopying, making lists, collection of monies.
31. To provide support in all areas of the curriculum and on social occasions for pupils who have been identified as having medical conditions, which disable their full independent access to mainstream school life.
32. Implement agreed learning activities/teaching programmes, adjusting activities according to pupil responses and particular needs, including assessment in order to maximise pupil access to the curriculum within an inclusive setting where appropriate.
33. Contribute to the development of lesson/work plans.
34. Deliver programmes including those linked to local and national learning strategies and make effective use of opportunities provided by other learning activities to support the development of pupils’ skills.
35. Support the use of ICT in learning activities and develop pupils’ competence and independence in its use.
36. Select and prepare resources necessary to lead learning activities, taking account of pupils’ interests, language and cultural backgrounds.
37. Advise on appropriate deployment and use of specialist aid/resources/equipment.
38. Ensure strategic processes are complied with in order to overcome barriers to learning, including eg behaviour management strategies.
39. Comply with and assist with the development of policies and procedures relating to child protection procedures, health and safety and security, confidentiality and data protection, reporting any concerns to the relevant member of staff.
40. Accompany teachers and pupils on educational visits.
41. Assist in maintaining high standards of health and safety at all times.
42. Maintain good relationships with colleagues and work together as a team.
43. Deliver out of school learning activities within guidelines established by the school.
44. Contribute to the identification and implementation of appropriate learning activities which consolidate and extend work carried out in class.
45. Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
46. Contribute to the overall ethos/work/aims of the school.
47. Establish relationships and communicate with other agencies/professionals, in liaison with the teacher, to support pupil progress and achievement.
48. Take the initiative as appropriate to develop multi agency approaches to supporting pupils.
49. Manage the Teaching Assistant staff within the school or department under the direction of the Headteacher.
50. Liaise between managers, teaching staff and teaching assistants.
51. Hold regular team meetings with managed staff.
52. Represent teaching assistants at teaching staff/management/other appropriate meetings.
53. Undertake recruitment/induction/performance management/training/mentoring for other teaching assistants.

**All employees in the Trust are expected to:**

* Support the vision, values and objectives of the Trust and demonstrate a collaborative, team working approach to school and Trust improvement
* Take appropriate responsibility and action for safeguarding, be aware of confidential issues and maintain as appropriate
* Promote and act in accordance with the Code of Conduct and key policies including the Trust’s Health and Safety Policy, Equality Policy and Data Protection Policy
* Effectively represent the Trust when liaising with contractors and outside agencies/organisations Demonstrate tact and diplomacy in all interpersonal relationships with the public, pupils, parents and colleagues
* Demonstrate a commitment to continuous professional development
* Carry out duties other than those listed in the job description at an appropriate level, where the post holder has appropriate qualifications and has received appropriate training

Where the postholder is disabled, every effort will be made to supply all necessary aids, adaptations or equipment to allow them to carry out all the duties of the job.  If, however, a certain task proves to be unachievable, job redesign will be fully considered.

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| **Person Specification** | **Essential / Desirable** | **Assessment stage** |
| **Qualifications** | | |
| Numeracy/literacy skills (at a level equivalent to NVQ Level 2) | Essential | Application |
| **Knowledge and Experience** | | |
| Experience of general clerical, administrative and financial work | Essential | Application, Interview |
| Possess good numeracy and literacy skills | Essential | Application, Interview |
| Ability to manage own workload effectively | Essential | Application, Interview |
| Willingness to undergo minor first aid training | Essential | Application, Interview |
| Ability to produce accurate written minutes /notes of meetings | Essential | Application, Interview |
| Knowledge and experience of information technology and ability to use ICT packages, including spreadsheets, data bases and word processing | Desirable | Application, Interview |
| Possess good keyboard skills in order to produce high quality documents | Essential | Application, Interview |
| Accuracy and precision when preparing, maintaining and monitoring financial records and dealing with cash | Essential | Application, Interview |
| Have a knowledge and awareness of the regulatory framework around education and schools | Desirable | Application, Interview, |
| Ability to relate well to children and adults | Essential | Application, Interview |
| Be able to work constructively as part of a team, understanding school roles and responsibilities and your own position within these | Essential | Application, Interview |
| Ability to identify your own training and development needs and cooperate with the means to address these needs | Desirable | Application, Interview |
| **Behaviours and Values** | | |
| Tact and diplomacy in all interpersonal relationships with the public, pupils and colleagues at work. | Essential | Application, Interview |
| Self motivation and personal drive to complete tasks to the required timescales and quality standards. | Essential | Application, Interview |
| The flexibility to adapt to changing workloads demands and new school challenges. | Essential | Application, Interview |
| Personal commitment to ensure that services are equally accessible and appropriate to meet the diverse needs of the service users. | Essential | Application, Interview |
| Personal commitment to continuous self-development. | Essential | Interview |
| Personal commitment to continuous school improvement. | Essential | Interview |
| Willingness to consent to and apply for an enhanced disclosure check. | Essential | Interview |