**THE ROYAL BOROUGH OF KINGSTON UPON THAMES**

**DIRECTORATE OF EDUCATION**

**JOB DESCRIPTION**

**Department:** Learning & Children’s Services **Job Title:** Teaching Assistant 32 - 36 hrs (negotiable)

**Section:** Malden Oaks Pupil Referral Unit

**Scale:** Grade C or D dependent on experience **Post No:**

**1 RESPONSIBLE TO:**

KS3 Lead teacher, Deputy Head teacher and Head teacher

**2 RESPONSIBLE FOR:**

The students in your charge

**3 IMPORTANT FUNCTIONAL RELATIONSHIPS**

Students, parents/carers, teacher colleagues and support staff colleagues.

Mainstream schools, Educational Welfare Officers, School nurses, Educational Psychologists,

**4 IMPORTANT EXTERNAL RELATIONSHIPS**

Children and Family Services, Youth Workers, Further Education College Staff, Members of Voluntary Agencies, Youth Offending Service, Employers and parents, School’s vocational service.

**MAIN PURPOSE OF JOB**

**SUPPORTING & DELIVERING A VOCATIONAL CURRICULUM**

To work under the guidance of the KS3 Lead Teacher and within an agreed system of supervision, to support students’ access to the KS3 Curriculum. The KS3 Curriculum includes core academic subjects, as well as practical options – DT, PE and other off-site activities.

**MAIN RESPONSIBILITIES OF JOB**

**A Generic responsibilities for all Teaching Assistants:**

**1a. SUPPORT FOR STUDENTS – LEARNING**

Establish productive working relationships with students, acting as a role model and setting high expectations

Promote the inclusion and acceptance of all students within the school.

Provide feedback to students in relation to progress and achievement

**1b. SUPPORT FOR STUDENTS – PASTORAL**

Provide pastoral support to students

Participate in the assessment of students to determine those in need of particular help

Provide information and advice to enable students to make choices about their own learning/behaviour/attendance and provide feedback to students in relation to progress, achievement, behaviour, attendance etc.

**2a SUPPORT FOR THE TEACHER – LEARNING**

Be responsible for keeping and updating records as agreed with the Deputy Headteacher, contributing to reviews of systems/records as requested

Promote positive values, attitudes and good student behaviour, dealing promptly with conflict and incidents in line with established policy and encourage students to take responsibility for their own behaviour

Administer and assess routine tests and invigilate exams/tests

**2b SUPPORT FOR TEACHERS – PASTORAL**

Liaise with mainstream schools and other relevant bodies to gather student information

Support students’ access to learning using appropriate strategies, resources etc.

Work with other staff in planning, evaluating and adjusting learning activities as appropriate

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

Establish constructive relationships with parents/carers, exchanging information, facilitating their support for their child’s attendance, access and learning and supporting home to school and community links

**3. SUPPORT FOR THE CURRICULUM – LEARNING & PASTORAL**

Implement agreed learning activities/teaching programmes, adjusting activities according to student responses/needs

Help students to access learning activities through specialist support

Determine the need for, prepare and use specialist equipment, plans and resources to support students

**4. SUPPORT FOR THE SCHOOL – LEARNING & PASTORAL**

Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person

Be aware of and support difference and ensure all students have equal access to opportunities to learn and develop

Contribute to the overall ethos/work/aims of the school

Establish constructive relationships and communicate with other agencies/professionals, to support achievement and progress of students

Attend and participate in regular meetings, trainings and other learning activities as required

Recognise own strengths and areas of expertise and use these to advise and support others

**B Specific duties for the post of KS3 Teaching Assistant:**

This list is not exhaustive and additional tasks may be added in response to students’ individual needs:

* Support students in lessons and at unstructured times, as required by their individual needs and in consultation with staff. Some students may require intensive support initially and will then need to be supported to engage more independently in the longer-term.
* Undertake travel-training with students who are unable to travel independently.
* Liaise with parents/carers in a timely manner regarding individual arrangements and attendance at off-site venues.
* Complete all necessary referral forms, attendance logs and progress logs.
* Use a range of resources to encourage good punctuality, attendance, communication and appropriate behaviour.
* Contribute to the activities programme by leading or supporting an activity of your choice.
* Report any safeguarding concerns on or off-site to a member of the Leadership team immediately.
* Accompany students to and/or from off-site activities. These may include, Albany Park water sports centre, Dickerage Road Youth Centre, Green Corridor White Spider Climbing Wall and Hawker Centre Gym. Other venues/providers may be added at any time.

**Experience**

Experience of working with children of relevant age (10 – 14years)

Experience of working with students with additional needs (particularly SEMH)

Experience of the Vocational Curriculum and of working with external providers

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| **Knowledge/Skills/Qualifications** |
| Very good numeracy skills |
| Very good literacy skills |
| NVQ 3 for Teaching Assistants or equivalent qualification or experience |
| Full working knowledge of relevant polices/codes of practice and awareness of relevant legislation |
| Working knowledge of national curriculum and other relevant learning programmes & strategies |
| Ability to self-evaluate learning needs and actively seek learning opportunities |
| Ability to relate well to children and adults |
| Work constructively as part of a teaching team, understanding school roles and responsibilities and your own position within these |
| Understanding of principles of child development and learning processes and in particular, barriers to learning |
| Ability to plan effective actions for students at risk of disengaging |
| Full understanding of the range of support services/providers |