**Job Description-Support Staff**

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| Job Title | **Teaching Assistant (Achievement Centre)** |
| Name of Post Holder: |  |
| Responsible to | Achievement Centre Lead |
| Establishment/location | Wood Green School, Woodstock Road, Witney OX28 1DX |
| Review date ofJob Description | September 2018 |
| Grade/salary | Local Government Service Grade 4 |
| Hours/working time | 28 hours a week |
| Purpose of Post | Support the learning of Achievement Centre students in lessons so they can become independent learners and achieve their full potential.  |

**KEY RESPONSIBILITIES**

1. Support the learning of Achievement Centre students in lessons within the centre and in the mainstream school
2. Working with Achievement Centre students all of whom have an Education and Health Care Plan
3. Working with colleagues across the school
4. Reviewing progress of Achievement Centre students
5. Meet the professional standards of this post and of Wood Green School

**RESPONSIBILITIES AND ACCOUNTABILITIES**

1. Support the learning of Achievement Centre students in lessons
2. Supervise and provide specific learning support for pupils with an Education and Health Care Plan, ensuring their safety and access to learning activities.
3. Assist and support the work of qualified teachers with individual pupils and small groups of students so they make expected levels of progress.
4. Assist with the development and implementation of student profiles and Personal Care programmes.
5. Establish constructive relationships with pupils and interact with them according to individual needs.
6. Promote the inclusion and acceptance of all pupils.
7. Encourage pupils to interact with others and engage in activities led by the teacher.
8. Set challenging and demanding expectations and promote self-esteem and independence.
9. Provide feedback to pupils in relation to progress and achievement under guidance of the teacher.
10. Work with other professionals, such as SEND specialist teams, when necessary.
11. Working with Achievement Centre students
12. Develop an understanding of the special educational needs of the pupils concerned.
13. Take into account a pupil’s SEND and ensure that their access to the lesson and its content through appropriate clarification, explanations, equipment and materials.
14. Build and maintain successful relationships with pupils, treat them consistently, with respect and consideration.
15. Reinforce the learning of Achievement Centre students across the school.
16. Model good practice and set high expectations.
17. Support the Achievement Centre team with its supervision of SEND pupils.
18. Working with colleagues across the school
19. Plan and arrange meetings with classroom teachers to contribute to planning lessons / activities.
20. Prepare materials and resources.
21. Support classroom teachers with planning differentiated activities for identified groups.
22. Attend weekly Achievement Centre and SEND team meetings.
23. Reviewing progress of Achievement Centre students
24. Monitor the performance of Achievement Centre students across the curriculum by supporting tracking systems and providing reports for the Achievement Centre team.
25. Help develop and implement student profiles.
26. Adapt interventions and plans to ensure no Achievement Centre students fall behind.
27. Help Achievement Centre students understand what they need to do to make further progress.
28. Professional standards
29. Support the aims and ethos of the school.
30. Undertake professional duties that may be reasonably assigned, for example, to collect information for Annual Reviews.
31. Bi-annual formal review of performance with the Achievement Centre Lead.

**In addition, the Headteacher may assign reasonable additional or alternative duties at any time as the needs of the school change.**

**GENERAL ACCOUNTABILITIES**

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| **General Duties** **Health and Safety****Organisational Effectiveness** | * Undertake any necessary training
* Attend staff meetings where relevant
* Be aware of and support difference and ensure equal opportunities for all.
* Establish constructive relationships and communicate with other agencies/professionals.
* Recognise own strengths and areas of expertise and use these to advise and support others.
* Follow all school policies and procedures , including those relating to confidentiality and behaviour.
* Uphold the Code of Conduct for staff
* Safeguard and promote the welfare of all young people he/she is responsible for, or comes into contact with, in the school.
* Engage in relevant continuous professional development opportunities and performance management arrangements

----------------------------------------------------------------------------------------------* To have due regard for health and safety in the workplace
* To be familiar with, and adhere to, relevant parts of the school’s Health and Safety Policy
* Co-operate with health and safety requirements
* Report all known defects
* Use, but do not misuse anything provided for your health, safety and welfare
* Do not undertake unsafe acts
* Inform Head of Establishment of any ‘Near-Misses’
* Be familiar with the emergency action plans for fire, first aid and security issues
* Undertake specific designated duties regarding emergency evacuation
* Raise health and safety and environmental issues with students

-------------------------------------------------------------------------------------------* Any task which is appropriate to the post level in order to maintain/enhance organisational effectiveness which may include redeployment to other departments – to include cover for absent colleagues and/or relocation to areas of need
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| **Child Protection****Standards and Quality Assurance** | **Responsibilities and Accountabilities**Wood Green School is committed to safeguarding and promoting thehealth, safety and welfare of children, young people and vulnerable adults.Staff and volunteers are expected to share this commitment for whomthey are responsible or with whom they come into contact in the course oftheir duties. All successful candidates will be subject to Criminal RecordsBureau checks along with other relevant employment checks.* Support the aims and ethos of the school as identified in the staff handbook
* Promote and model good relationships with pupils, colleagues, parents and visitors
* Set a good example in terms of dress, punctuality and attendance.
* Participate in training and take a lead in own professional development
* Participate in the School’s staff appraisal process
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| **Notes:** | * 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.
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**Person Specification**

**Teaching Assistant – Achievement Centre**

**Key Attributes - Person Specification**

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|  | **Attributes / Experience** | **Essential** | **Desirable** | **Evidence** |
| 1 | Experience working with children of relevant age in a learning environment. | √ |  | Letter of application |
| 2 | Working in a school environment. |  | √ | Letter of application |
| 3 | Level 2 qualification in English and Mathematics. | √ |  | Letter of application;interview |
| 4 | Excellent numeracy/literacy skills – equivalent to NVQ Level 4 in English and Maths. |  | √ | Letter of application;interview |
| 5 | Functional ICT skills. | √ |  | Letter of application;interview |
| 6 | Ability to learn new and relevant skills. | √ |  | Interview |
| 7 | Effective interpersonal skills. | √ |  | Interview |
| 8 | Full working knowledge of relevant polices/codes of practice/legislation. | √ |  | Interview |
| 10 | Good understanding of child development and learning processes. | √ |  | Interview |
| 11 | Understanding of statutory frameworks relating to SEND. |  | √ | Interview  |
| 12 | Training in relevant learning strategies e.g. literacy. |  | √ | Letter of application;interview |
| 13 | Ability to relate well to children and adults | √ |  | Interview |
| 14 | Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these. | √ |  | Interview |
| 15 | Commitment, enthusiasm and energy. | √ |  | Interview |
| 16 | Willingness to be involved in the wider life of the school community. | √ |  | Interview |