



**Job Title:** Lead Teaching Assistant

**Grade:** Scale 8 - 20

**Responsible to:** SENCO

**Purpose of Job:**

- To complement the work of external Mental Health professionals supporting students mental health difficulties utilise their given support approaches within daily routines of Tewkesbury School.
- To use open source resources e.g Mental health Charities, Mind Ed or Royal College of Psychiatrists to implement evidenced based approaches to support students who have been referred to, or waiting for mental health assessment or treatments.
- To be confident in using an evidence based approach to reflect on the effectiveness of the support they may be providing in order to advocate students' needs to Mental Health Services or celebrate successful return to normal school routines.
- To work with school agencies and community members to explore whether a young person is finding things difficult and therefore needing shorter term pastoral support or whether they should be listed as having a long term impairment with support on the SEND register.

**Employment Duties:**

In support of Students:

- a) Assess the needs of students and use detailed knowledge and specialist skills to support students' learning
- b) Establish productive working relationships with students, acting as a role model and setting high expectations
- c) Develop and implement passports
- d) Promote the inclusion and acceptance of all students within the school
- e) Support students consistently whilst recognising and responding to their individual needs
- f) Encourage students to interact and work co-operatively with others and engage all students in activities
- g) Promote independence and employ strategies to recognise and reward achievement of self-reliance
- h) Provide feedback to students in relation to progress and achievement

In support of Teachers:

- a) Monitor and evaluate student responses to learning activities through a range of assessment and monitoring strategies against pre-determined learning objectives
- b) Provide objective and accurate feedback and reports as required on student achievement, progress and other matters, ensuring the availability of appropriate evidence
- c) Record progress and achievement in lessons/activities systematically and providing evidence of range and level of progress and attainment
- d) Work within an established discipline policy to anticipate and manage behaviour constructively, promoting self-control and independence
- e) Support the role of parents in students' learning and contribute to/lead meetings with parents to provide constructive feedback on student progress/achievement etc.
- f) Administer and assess/mark tests and invigilate exams/tests where appropriate

In support of the Curriculum:

- a) Deliver learning and wellbeing activities to students within agreed system of supervision, adjusting activities according to student responses/needs
- b) Deliver local and national learning strategies e.g. literacy, numeracy, wellbeing workshops, support the development of students' skills
- c) Use ICT effectively to support learning activities and develop students' competence and independence in its use
- d) Select and prepare resources necessary to lead activities, taking account of students' interests language, cultural backgrounds and health and social needs.
- e) Advise on appropriate deployment and use of specialist aid/resources/equipment

In support of the School:

- a) Comply with and assist with the development of policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting concerns to an appropriate person
- b) Be aware of and support difference and ensure all students have equal access to opportunities to learn and develop
- c) Contribute to the overall ethos/work/aims of the school
- d) Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of students
- e) Take the initiative as appropriate to develop appropriate multi-agency approaches to supporting students
- f) Recognise own strengths and areas of specialist expertise and use these to lead, advise and support others
- g) Provide assistance with examination procedures and invigilation for both internal and external examinations

**QUALIFICATIONS/EXPERIENCE**

Excellent numeracy/literacy skills – equivalent to NVQ Level 2 in English and Maths

Professional Training and Experience in supporting Mental Health Difficulties, ideally above Mental Health First Aid Level.

Awareness of metacognition and learning approaches.

Can use ICT effectively to support learning

Full working knowledge of relevant policies/codes of practice/legislation

Good understanding of child development, metacognition and learning processes

Understanding of statutory frameworks relating to teaching

Ability to organise

Constantly improve own practice/knowledge through self-evaluation and learning from others

Good Interpersonal skills

Work constructively as part of a team, understanding school roles & responsibilities and your own position within these

**SUPERVISORY RESPONSIBILITY WHERE APPROPRIATE**

Only in relation to small groups that have been extracted for support by mutual agreement with the Head of Faculty.

There is no expectation to cover whole classes or cover for absent staff.

**SUPERVISION RECEIVED**

SENCO

**PRINCIPAL CONTACTS**

Headteacher, Teaching and Associate Staff, Parents, Students, Governors

**SPECIAL CONDITIONS**

Education is an ever-changing service and all staff are expected to participate constructively in schools activities and to adopt a flexible approach to their work.

This job description will be reviewed annually and will be varied in the light of the business needs of the school.

The job description sets out the main duties of the post at the date when it was drawn up. Such duties may vary from time to time without changing the general character of the post or the level of responsibility entailed. Such variations are a common occurrence and cannot of themselves justify a reconsideration of the grading of the post.

**Postholder:**

**Signed:**

**Headteacher:**

**Date:**