

<b>Post title</b>	<b>TEACHING ASSISTANT FOR LOOKED AFTER CHILDREN, FIXED TERM (MATERNITY COVER)</b>
<b>Post holder</b>	
<b>Purpose</b>	Under the guidance of the Inclusion Strategy and Safeguarding Lead, the TA will take responsibility for addressing the needs of students with additional needs for them to be able to access the full curriculum.
<b>Reporting to</b>	Inclusion Strategy and Safeguarding Lead
<b>Liaising with</b>	All members of staff (Teaching, Leaders of Character and Culture, Character and Culture Managers, SENCo, Alternative Pathways and Inclusion staff etc.) students, parents, and visitors.
<b>Contract type</b>	Fixed Term (maternity cover) to 30 April 2021, Term-time, Trust Contract
<b>Salary</b>	Grade 5, SCP13 at GBP 22,021 FTE. This is the full time equivalent all year-round salary and is subject to adjustment for term time only working. The term time salary will be GBP18,497.59 per annum. The weeks worked will be 38 weeks of term time plus staff trainings days. Hours worked will be 35 hours per week from 8.30am to 4.10pm (with an unpaid 40 minute lunch break)

## MAIN DUTIES

**Whilst this job description gives an indication of the range of responsibilities, it should not be regarded as definitive.**

<b>Support for students</b>	<ul style="list-style-type: none"> <li>• To work with individual and groups of children under the direction of the Inclusion Strategy and Safeguarding Lead, including the delivery of therapy and programmes of work.</li> <li>• Provide pastoral support to students.</li> <li>• Receive and supervise students, excluded from, or otherwise not working to a normal timetable.</li> <li>• Participate in the comprehensive assessment of students to determine those in need of particular help.</li> <li>• Assist the Inclusion Strategy and Safeguarding Lead with the development and implementation of individual Education/Behaviour/Support/Mentoring plans.</li> <li>• Provision of support for students with special needs.</li> <li>• Establish productive working relationships with students, acting as a role model by presenting a positive personal image and responding appropriately to individual needs.</li> <li>• Develop 1:1 mentoring arrangements with students and provide support for distressed students.</li> <li>• Promote the speedy/effective transfer of students to make choices about their own learning/behaviour/attendance.</li> <li>• Challenge and motivate students, promote and reinforce self-esteem.</li> <li>• Provide feedback to students in relation to progress, achievement, behaviour and attendance.</li> </ul>
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	<ul style="list-style-type: none"> <li>• Promote the inclusion and acceptance of all students.</li> <li>• Encourage students to interact and work co-operatively with others and engage all students in a range of activities.</li> <li>• Be an advocate for the most vulnerable learners.</li> <li>• Promote the educational achievements of Looked After Children by ensuring they are able to achieve and reach their full potential.</li> <li>• Complete all e-peps to a standard of at least good, within the required time-frame.</li> </ul>
<b>Support for Teachers</b>	<ul style="list-style-type: none"> <li>• Support students' access to learning using appropriate strategies and resources.</li> <li>• Monitor and evaluate student responses to learning activities through observation and planned recording of achievement against predetermined learning objectives.</li> <li>• Provide objective and accurate feedback plus reports, as required, to the teacher on student achievement, progress and other matters, ensuring the availability of appropriate evidence.</li> </ul>
<b>Support for the Curriculum</b>	<ul style="list-style-type: none"> <li>• To provide support in all areas of the curriculum.</li> <li>• Implement agreed learning activities/teaching programmes, adjusting activities according to student responses/needs, including assessment.</li> <li>• Be aware of and appreciate a range of activities, courses, organisations, agencies and individuals to provide support for students to broaden and enrich their learning.</li> <li>• Determine the need for, prepare and use specialist equipment, plans and resources to support students.</li> </ul>
<b>Support for the School</b>	<ul style="list-style-type: none"> <li>• Ensure strategic processes are complied with in order to overcome barriers to learning, including e.g. behaviour management strategies.</li> <li>• Be aware of and comply with child protection procedures, health and safety and security, confidentiality and data protection, reporting any concerns to the relevant member of staff.</li> <li>• Assist in maintaining high standards of health and safety at all times.</li> <li>• Supervise students on educational visits and out of school activities.</li> <li>• Undertake planned supervision of students' out of school hours learning activities.</li> <li>• Be a role model for students.</li> <li>• Maintain good relationships with colleagues and work together as a team.</li> <li>• Be aware of and support difference and ensure all students have equal access to opportunities to learn and develop.</li> <li>• Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support student achievement and progress.</li> <li>• Attend and participate in regular meetings.</li> <li>• Participate in training and other learning activities as required.</li> <li>• Recognise own strengths and areas of expertise and use of these to advise and support others.</li> </ul>

	<ul style="list-style-type: none"> <li>Where appropriate, to attend review meetings of students who have been identified as experiencing physical disabilities or complex medical needs, providing information on options and access issues.</li> <li><b>Contribute to the overall ethos/work/aims of the Trust to ensure a “Fantastic Future For All”.</b></li> </ul> <p><i>A teaching assistant Level 3 may be called upon to provide cover for whole classes e.g. to cover short term teacher absence. During the cover periods, there will be a requirement for the teaching assistant to carry out specified work such as planning, preparation, assessment and reporting.</i></p>
<b>Personal development</b>	<ul style="list-style-type: none"> <li>To maintain high standards of professional behaviour towards colleagues, students and parents/carers</li> <li>To actively maintain a professional portfolio of evidence to support the Performance Management process – evaluating and improving own practice.</li> <li>To participate in training, including relevant learning strategies and other learning activities.</li> <li>To participate in new initiatives and future changes in service delivery improvements to support the objectives of the Trust.</li> </ul>
<b>Trust development</b>	<ul style="list-style-type: none"> <li>To support the Trust’s aims and to carry out its policies.</li> <li>To support the Trust’s implementation of all current statutory requirements.</li> </ul>
<b>Equality of Opportunity</b>	<ul style="list-style-type: none"> <li>As a member school staff to take individual and collective professional responsibility for reinforcing and promoting a working environment free from discrimination, victimisation, harassment and bullying.</li> <li>Ensure the development and progression of equality within the sphere of responsibility of this post and the fair and equal treatment of all colleagues, children, parents and visitors.</li> </ul>
<b>To contribute as an effective and collaborative member of the School team</b>	<ul style="list-style-type: none"> <li>Any other duties as reasonably required by any senior leader across the Trust.</li> <li>Participate in the ongoing development, implementation and monitoring of the Trust improvement plans.</li> <li>Attend Trust and school events as required and make a positive contribution during such events</li> <li>Attend regular meetings before and after Trust hours, including morning briefings</li> </ul>
<b>Confidentiality and Data Protection</b>	<ul style="list-style-type: none"> <li>To treat all information acquired through employment, both formally and informally, in strict confidence.</li> <li>To be aware of the school's responsibilities under the Data Protection Act 2018 for the security, accuracy and relevance of personal data held on such systems and ensure that all processes comply with this.</li> </ul>
<b>Child Protection</b>	<ul style="list-style-type: none"> <li>Being aware of and complying with policies and procedures relating to child protection reporting all concerns to an appropriate person.</li> </ul>
<b>Other</b>	<ul style="list-style-type: none"> <li>To develop a good understanding of the importance of health and safety and safeguarding aspects of school life.</li> <li>All elements of Specified Teaching Work undertaken by the post holder will be within the framework of the Trust’s Scheme of Supervision in line with the</li> </ul>

	<p>2012 Regulations. In addition to HLTA's, the Regulations cover other groups of support staff who undertake 'specified work' at different levels. Specified work may cover a range of activities at different levels – including for some staff, work with whole classes. The Principal will ensure that the support staff member has the skills, experience and expertise required to carry out 'specified work'.</p> <ul style="list-style-type: none"><li>• Where more demanding aspects of 'specified work' are carried out by support staff, and particularly where they are working with whole classes, it is strongly recommended that the Principal/Head of School should have regard to the standards for HLTAs in determining whether those staff have the necessary level of skills and expertise.</li><li>• The Teaching Assistant must carry out his or her duties with full regard and commitment to the Altius Trust Directors Board and Altius Trust Policies.</li><li>• 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.</li></ul>
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You are expected to carry out your duties with due regard to current and future Trust policies, procedures and relevant legislation. These will be drawn to your attention during the recruitment process, induction, ongoing performance development and through Trust communications.

In order to succeed in this role, a candidate will need:		Evidence
<p><b><u>Training / Qualifications / Experience</u></b></p> <ul style="list-style-type: none"> <li>• A levels or NVQ Level 3 for Teaching Assistants</li> <li>• GCSE Maths and English or numeracy/literacy skills at an equivalent level</li> <li>• Recent participation in relevant CPD activities</li> <li>• Proven experience in the 11-16 phase</li> <li>• Experience of working with children/young people with social, emotional difficulties and those with communication difficulties or complex learning difficulties where appropriate</li> <li>• Experience of working with students with additional needs</li> </ul>	<p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>D</p> <p>E</p>	<p>A</p> <p>A</p> <p>A / I</p> <p>A / I</p> <p>A / I</p> <p>A / I</p> <p>A / I</p>
<p><b><u>Professional Knowledge &amp; Understanding</u></b></p> <ul style="list-style-type: none"> <li>• To be a committed educational professional, with experience to support the Academy in its next stage of development</li> <li>• A good understanding of current, relevant issues &amp; developments within education</li> <li>• An understanding of the role of support staff and other professionals who are working to help students reach their potential</li> <li>• To be a caring and committed professional who has the highest expectations of all students</li> <li>• An understanding of barriers to learning, including behaviour management strategies</li> <li>• Understanding the principles of child development and learning processes</li> <li>• Ability to plan effective actions for students at risk of underachieving</li> <li>• Knowledge and understanding of the range of support services/providers</li> </ul>	<p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p>	<p>A / I</p> <p>A / I</p> <p>A / I</p> <p>A / I</p> <p>A / I</p> <p>A / I</p> <p>A / I</p> <p>A / I</p>
<p><b><u>Abilities / Skills / Qualities</u></b></p> <ul style="list-style-type: none"> <li>• To be able to articulate a clear vision for high quality education</li> <li>• To be forward thinking with a ‘can do’ attitude</li> <li>• Good problem-solving skills</li> <li>• Ability to work as part of a team</li> <li>• The ability to monitor student progress, evaluate and challenge using a range of evidence</li> <li>• To be able to plan, prioritise and manage a varied workload, making best use of available resources</li> <li>• Excellent communication skills with the ability to relate to all sectors of the Academy community and external stakeholders</li> <li>• The ability to enthuse, inspire, support and motivate others</li> <li>• To be able to work with the hardest to reach students and at times their families</li> <li>• To be able to produce good quality written documentation that effectively communicates key progress information to different audiences</li> <li>• Ability to self-evaluate learning needs and actively seek positive learning opportunities</li> <li>• The flexibility to adapt to changing workload demands and new Academy challenges</li> </ul>	<p>E</p> <p>E</p> <p>D</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p>	<p>A / I</p> <p>A / I</p> <p>A / I</p> <p>A / I</p> <p>A / I</p> <p>A / I</p> <p>I</p> <p>I</p> <p>A / I</p> <p>A / I</p> <p>A / I</p> <p>A / I</p>

<b><u>Other Requirements</u></b> <ul style="list-style-type: none"> <li>To be able to successfully collaborate with colleagues across the Academy and in different organisations</li> <li>Energy, tenacity and the ability to work under pressure</li> <li>Self-motivation and personal drive to complete tasks to the required timescales and quality standards.</li> <li>Personal commitment to ensure support is equally accessible and appropriate to the diverse needs of the students.</li> <li>Personal commitment to continuous self-development.</li> <li>Personal Commitment to continuous Trust improvement.</li> </ul>	E	A / I
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T = Threshold (Minimum requirements), E = Essential, D = Desirable A = Application, I = Interview, S = Selection Activities (e.g. Lesson Observation).

### Review and Amendment:

This job description is normally subject to annual review. It may be amended at the request of the Altius Trust or the CEO of the Altius Trust but only after full consultation between the parties concerned. It will be signed if agreement is reached.