

JOB DESCRIPTION

TITLE OF POST:	Lead Teaching and Learning Assistant Pastoral Support Base
TIMESCALE:	Permanent - Term time only (39 weeks per annum) 8.30am to 4.30pm per day
PAY SCALE:	Salary Scale 5 (22-25) of NJC pay scale: (£24,618 to £26,658 Pro-rata) Actual Salary: £21,090 to £23,904
REPORTING TO:	Pastoral Support Base Manager

Job Purpose

To support the Pastoral Support Base classes as the second adult and deputise for the Pastoral Support Base Leader when necessary.

Job Description – Specific

Main Responsibilities

1. To deputise for the Pastoral Support Base lead where necessary.
2. To support the Pastoral Support Base lead in delivering the vision for Pastoral Support Base.
3. To undertake administrative tasks in support of Code of Practice procedures.
4. To monitor the progress of pupils taught, to use and maintain departmental records, and carry out regular assessments of pupils with SEN in accordance with Department Policy and practice.
5. To contribute to the implementation of Progress Plans, Feedback Sheets, Home/School diaries, Annual Reviews and all other SEND paperwork.
6. To administer routine tests, participate in access arrangements and undertake marking of pupils' work.
7. To establish and maintain effective communication with staff, students and parents with regards to the progress of pupils identified with SEND.
8. To develop effective partnerships with students, staff and parents in conjunction with the in-class inclusion protocols.
9. To liaise with outside agencies as required.
10. To contribute to the active monitoring and promotion of equal opportunities in particular with relation to pupils with SEN.
11. To provide detailed feedback to pupils, parents and teachers on pupil progress, achievements and perceived difficulties.

12. To participate in training and development activities and programmes, and attend and participate in meetings as required.
13. To work collaboratively within the Inclusion department to foster an integrated approach to Learning Support and support the implementation of the department's and whole school's development plan.
14. To work within the whole school and departmental structures for discipline, teaching and reporting.
15. To adjust the learning activities and teaching programmes to take account of pupil needs and responses.
16. To assist with planning of learning activities and creating the supporting resources.
17. To run small groups of withdrawal, where appropriate, to support students with a range of needs.
18. To provide support in extracurricular activities run by the Learning Support Department.
19. To supervise and provide support to individuals and groups of pupils identified with additional educational needs ensuring their access and safety to learning activities.
20. To promote the inclusion and acceptance, and encourage self-esteem and independence, of all pupils.

Professional Development

1. Participate in training and development activities and programmes, and attend and participate in meetings.
2. Be aware of and comply with policies and procedures, and report all concerns to an appropriate person, in respect of:
 - child protection,
 - health, safety and security,
 - confidentiality, and
 - data protection.
3. Ensure all pupils have equal access to opportunities to learn and develop.
4. Undertake these duties within agreed departmental service/school objectives, policies and procedures and promote the School's Equal Opportunities Policy.

Other

1. To contribute to the overall ethos, work and aims of the school.
2. Accompany teaching staff and pupils on trips and school activities as required and take responsibility for a group under the general supervision of the teacher.

Person Specification

Qualifications and Training	<ul style="list-style-type: none"> • Relevant experience in SEN – including knowledge on role and responsibilities of Teaching and Learning Assistants. • GCSE in Maths and English or the equivalent, or a willingness to complete. • Appropriate in-service or further training.
Experience	<ul style="list-style-type: none"> • Experience of working with young people in a school, sixth form college or FE college or in another educational setting in either a paid or voluntary capacity. • Experience of using MS Word, Excel and SIMS. • Evidence of work in inclusive schools and the Every Child Matters agenda. • Understanding of the implications of the SEN and Disability Code of Practice.
Skills, knowledge and aptitude	<ul style="list-style-type: none"> • High expectations of students and the ability to motivate them to ensure that they can achieve their full potential. • Evidence of, and interest in, curriculum development. • Evidence of excellent TLA classroom practice. • Experience in identifying and removing obstacles to learning. • Good ICT, administrative and organisational skills. The ability to prioritise changing demands whilst managing own workload. • The ability to work flexibly as part of a team and to work co-operatively and collaboratively. • The ability to communicate effectively with students, parents, teaching and non-teaching staff and outside agencies. • Knowledge of and commitment to strategies to ensure inclusion and equal opportunities. • Evidence of a good record of attendance and punctuality, and an ability to cope under pressure.
Personal Attributes	<ul style="list-style-type: none"> • Energy, ambition and enthusiasm. • Ability to establish inclusive, respectful, supportive and constructive relationships with young people. • A “can do” attitude towards supporting the aims and ethos of Haverstock School and contributing to its success. • Commitment to the protection and safeguarding of children and young people.

Haverstock is committed to safeguarding and promoting the welfare of young people and expects all staff to share this commitment. This post will be subject to an enhanced DBS disclosure.

Closing date for applications: Thursday 19th July 2018

Interviews will be held in the following week

References will be requested upon shortlisting.

In the interest of economy, only shortlisted candidates will be contacted.

Thank you for your interest in this post.

James Hadley
Headteacher