



Sherwood Foundation School
Sherwood Park Campus
Sherwood Hill Campus
Sherwood Manor Campus

Sherwood Foundation School

Job Description & Person Specification

Job Title: Teaching Assistant

Sherwood Foundation School is a Foundation Special School located in the London Borough of Sutton and made up of three campuses:

Sherwood Park Campus: This is a specialist school for learners aged 3 - 19 years who have severe, multiple and complex learning difficulties and/or disabilities. This includes learners who have highly complex access needs resulting from their physical and/or health conditions. All learners require high levels of adult support to access learning.

Sherwood Hill Campus: This is a specialist school for autistic learners aged 3 - 19 years who have multiple and complex barriers to learning, requiring high levels of support to access education and learning around their peers. Many of our learners may also have severe learning difficulties and /or struggle to maintain a regulated state for learning.

Sherwood Manor Campus: This is a specialist school primarily for Autistic learners aged 11 - 19 years who have moderate to severe barriers to learning. Most of our pupils can access a highly adapted formal learning environment with high levels of adult support. Some of our learners struggle to deal with the demands of an adult led learning environment so may need a highly individualised learning offer to meet their academic potential.

All staff are expected to work across all campuses as required.

All of our children have an Education Health and Care Plan and often have a number of dedicated professionals working with them in order to support them to reach their potential - we are very proud of our trans-disciplinary approach and place great emphasis on supporting our pupils to feel safe, well and emotionally regulated in order that they can achieve their best.

Sherwood Foundation School is a warm and friendly school, with high aspirations for our fantastic pupils

Job Description

Post reporting to: The Class Teacher

Overall Purpose of the Post

- Support the teaching of SEND students with Education Health and Care Plans, across the range of SEND needs and ages.
- Support the quality of teaching and learning provision that can be judged to be at least good and ensures all students make at least good progress.

- Work as part of a trans – disciplinary team to deliver therapy plans as advised by Therapists.
- Produce student SEND passports, monitor student social communication development, regulation profiles, contribute to provision mapping and annual reviews for students.
- Provide pastoral support and guidance for all students in the post holder's care, classes or tutor group.
- Contribute to the overall development work of the teaching and learning area team.
- Physically support learners and push those who use wheelchairs and / or special seating systems within school and also hoist and position some of the pupils. Guidance and manual handling training will be given as to the most appropriate way to do this.
- Work with learners on their independence and self-care procedures and support pupils with their intimate and personal care with dignity and respect. This will include washing hands and faces, changing pads/nappies and supervising pupils in the toileting areas.
- Supervise and assist individual learners on their individual eating programmes including PEG feeding. Guidance and training will be provided.
- Supervise and work with groups of learners and with individual pupils on their learning objectives, across the full age-range of pupils from Foundation Stage through to Further Education.

Main Duties & Responsibilities

Quality of education

Class Responsibilities:

- Contribute to the development of a curriculum that is ambitious and designed to give all learners the knowledge and cultural capital they need to succeed in life
- Design and make learning materials to motivate and support all students to make at least good progress
- Set high expectations for learners' wellbeing and behaviour and ensure pupils always have the tools required to communicate, regulate and participate.
- Ensure learners' attitudes to their education or training are positive. They are committed to their learning, know how to study effectively and do so, are resilient to setbacks and take pride in their achievements
- Create an environment where bullying, peer-on-peer abuse or discrimination are not tolerated.
- Support the development of literacy and numeracy skills throughout teaching and learning activities so that literacy and numeracy do not present barriers to learning.
- Provide intervention activities for those students who need support to boost attainment/progress or who require additional challenges.
- Ensure that the classroom, resources and equipment are maintained in good order, with particular regard to Health & Safety and security of property.

- Create an environment that allows the learner to focus on learning.
- Provide support with marking, assessment and return pupils' work in line with school policy (this will usually be in the form of their learner journey and e-portfolio), providing constructive feedback with clear targets and guidance for future improvement in a way that can be understood by the pupil.

Pastoral Responsibilities:

- Take responsibility for promoting and safeguarding the welfare of children and young persons.
- Provide enrichment opportunities for learners' broader development, enabling them to develop and discover their interests and talents
- Support with the delivery of tutorial programmes to the tutor group as required.
- Promote good attendance and punctuality and monitor in accordance with the school's Attendance Policy providing support/intervention for those who find it hard to maintain high standards.
- Support learners for life in modern Britain by:
 - equipping them to be responsible, respectful, active citizens who contribute positively to society
 - developing their understanding and appreciation of diversity
 - celebrating what we have in common and promoting respect for the different protected characteristics as defined in law.

General Professional Responsibilities:

- Attend meetings as part of the agreed meeting cycle.
- Undertake professional development identified through the performance management/appraisal structure and as organised for staff to promote individual, T&L Area and whole school improvement work.
- Support and implement all relevant teaching and learning area policies.
- Act as a role model to students in respect of dress, attendance and punctuality and general conduct.
- Ensure that all deadlines are met as published in advance.
- Undertake professional duties and responsibilities necessary for the smooth running of the school, as may be reasonably assigned to them by the Headteacher (e.g., duties, emergency cover).

Vaccination against Hepatitis B and COVID is recommended by the school.

Sherwood Foundation School is a no-smoking school

SAFEGUARDING RECRUITMENT STATEMENT

Sherwood Park School is committed to equal opportunities, safeguarding and promoting the welfare of children, young people, and vulnerable adults and expects all staff and volunteers to share this commitment. All appointments are made subject to receipt of a completed

application, satisfactory references and an Enhanced DBS check.

Person Specification

Criteria	Desirable/Essential
Right to work in the UK	E
Level 2 (GCSE A – C or grade 4 or above) in English and Maths.	D
Level 3 (NVQ) or equivalent	D
Understanding of Special Educational Needs / Additional Learning Needs.	D
Experience of supporting students in a classroom environment, including those with special educational needs.	D
Experience of working with children and assisting them with their independence, feeding, toileting and self-care.	D
Ability to establish positive relationships with students and empathise with their needs.	E
Ability to demonstrate active listening skills.	E
Ability to provide levels of individual attention, reassurance and help with learning tasks as appropriate to students' needs.	E
Ability to monitor the students' response to the learning activities and, where appropriate, modify or adapt the activities as agreed with the teacher to achieve the intended learning outcomes.	E
Ability to offer constructive feedback to students to reinforce self-esteem.	E
Ability to deal sensitively with complex and sensitive issues.	E
Ability to physically support pupils including those in special seating and wheelchairs in moving around the school environment and willingness and ability to implement the positive and protective handling techniques as required within individual pupil behaviour management programmes. Guidance/ training will be provided.	E
Ability to supervise, assist and implement feeding programmes and pupil learning objectives relating to lunch time as well as adhering to any behaviour programmes relating to individual pupils. Guidance /training will be provided.	E

Understanding of guidance and requirements around safeguarding children	E
Commitment to maintaining confidentiality on all school matters.	E
Ability to work effectively and supportively as a member of the school team.	E
Excellent communication skills, including with students, parents and carers, other staff and external agencies	E
Willingness to work flexibly, attending evening meetings as and when necessary and assisting throughout other areas of the school as requested.	E
Demonstrable commitment to equal opportunities.	E
Committed to continuing personal and professional development.	E