



<b>Post Title:</b>	<b>Teaching Assistant (term time only)</b>
<b>Department:</b>	Student Services
<b>Salary:</b>	<b>Grade: Bexley 5-7</b> <b>FTE: £24,804-£29,214</b> <b>Pro rata: £21,334 -£25,126 (depending on experience) 39 weeks</b>
<b>Responsible to:</b>	<b>SENCo</b>
<b>Responsible for:</b>	<b>In-class support for vulnerable students</b>
<b>Functional links with:</b>	Deputy Head for Inclusion, Assistant Head for Behaviour and Attitudes, Students, Head of House, Safeguarding Attendance and Student Welfare Assistants, Teaching Staff, Parents, Local Authority Staff, SENDCO, Family Liaison/Educational Welfare Officer, Safeguarding Attendance and Student Welfare Manager, Designated Safeguarding Lead, Deputy Safeguarding Leads. Medical Officer. Pastoral Coaches. External Agencies.
<b>Main Purpose of the role</b>	<ul style="list-style-type: none"> <li>• To support the day-to-day running of the SEND and Student Hub department with a focus on student support.</li> <li>• To work with the SENCo to provide deliver small planned interventions such as study support, 1:1 mentoring and time out/'safe space' provision.</li> <li>• To undertake general administration for the department.</li> <li>• To contribute to the department's vision for inclusion in a high-achieving grammar school within a growing academy trust.</li> <li>• This role would suit a High-Level Teaching Assistant or SEN assistant who is interested in extending their experience in a dynamic and unique school.</li> </ul>
<p>The Post holder will uphold the vision of the school:</p> <p>Townley Grammar School is one of the top 100 schools in the country. We are a multicultural girls' selective school with specialism in Performing and Visual Arts with Mathematics and Computing with boys in the Sixth Form. Rated as Outstanding by Ofsted, our students come from a wide socioeconomic background, which makes our school environment richly diverse.</p> <p>We develop students' knowledge, academic excellence and character by building their resilience, compassion and ambition. These core values provide our young people with the wisdom and independence to make the right choices and lead happy, fulfilled lives. The Post holder will uphold the vision of Townley Grammar School.</p>	

## **Main Duties**

- Planning interventions alongside the SENCo and sometimes with support from external agencies for support for dyslexia, mental health, social communication needs, Young Carers support family and community issues.
- To lead the Mental Health and Wellbeing Student ambassadors to continue to build the school's commitment to supporting wellbeing.
- To act as a keyworker for a small number of students who have an SEN support plan
- To support the SENCo in meetings as appropriate
- To undertake administration for the SEND and Student Hub department including the administration of projects related to Key Stage transitions and Access Arrangements for examinations.

## **Aims**

- Be aware of and support differences and ensure all pupils have equal access to opportunities to learn and develop.
- Promote and support the inclusion of all pupils, including those with specific needs in and out of the classroom.
- Use behaviour management strategies, in line with the school's policy and procedures, to contribute to a purposeful learning environment and encourage pupils to interact and work co-operatively with others
- Organise and safely manage the appropriate learning environment and resources.
- Promote and reinforce children's self-esteem and independence and employ strategies to recognise and reward achievement of self-reliance
- Assist the SENCo and other pastoral and teaching staff in encouraging acceptance and integration of children with special needs, or from different cultures and/or with a different first language
- Support the role of parents in pupils' learning and contribute to/lead meetings with parents to provide constructive feedback on pupil progress, achievement and behaviour, maintaining sensitivity and confidentiality at all times.

## **Monitoring and Assessment**

- Assess pupils' responses to learning tasks and where appropriate, modify methods to meet individual and/or group needs.
- Monitor pupils' participation and progress and provide constructive feedback to pupils in relation to their progress and achievement.
- Undertake and help develop recording and monitoring systems for interventions.
- Contribute to programmes of observation and assessment as planned by the teacher and provide reports, evaluations and other information to assist in the provision of appropriate support for specific children.
- Support the teaching staff with reporting pupils' progress and achievements at parents meetings which are sometimes held outside school hours.
- Contribute to the overall ethos, work, aims of the school by attending relevant meetings and contributing to the development of policies and procedures within the school. Also participate in staff meetings and training days/events as requested.

## **Behavioural and Pastoral**

- Recognise and challenge any incidents of racism, bullying, harassment, victimisation and any form of abuse of equal opportunities, ensuring compliance with relevant school policies and procedures and making sure the individual/s involved understand it is unacceptable.
- Understand and implement school child protection procedures and comply with legal responsibilities.
- Assist in maintaining good discipline of pupils throughout the school and escort and supervise pupils on planned visits and journeys.

- Provide support and assistance for children's pastoral needs, for example, dressing, caring for sick, injured or distressed children.
- Provide physical support and maintain personal equipment used by the children at the school. Administer medication as agreed.
- Foster and maintain constructive and supportive relationships with parents/carers, exchanging appropriate information, facilitating their support for their child's attendance, access and learning, and supporting home to school and community links.
- Assist teachers by receiving instructions directly from professional or specialist support staff involved in the children's education. These may include social workers, health visitors, language support staff, speech therapists, educational psychologists, and physiotherapists.

### **Continuing Professional Development**

- Regular attendance to departmental and line management meetings/CPD.
- In conjunction with the line manager, take responsibility for personal professional development, keeping up to date with research and developments related to school efficiency, which may lead to improvements in the day to day running of the school.
- Undertake any necessary professional development
- Take professional ownership for remaining up to date with best practice and research into the most effective strategies to promote effective inclusion.

All staff are expected to maintain high standards of customer care in the context of the Odyssey Trust for Education's Core Values and to participate in training activities.

This is not a complete statement of all duties and responsibilities of this post. The post holder may be required to carry out any other duties as directed by a supervising officer; the responsibility level of any other duties should not exceed those outlined above.

### **Statutory Duties:**

#### **Safeguarding**

To be responsible for promoting and safeguarding the welfare of children and young people in line with the School's Safeguarding Procedure.

#### **Health and Safety**

The post holder must take reasonable care of their own health and safety and that of any other person who may be affected by their acts or omissions. The post holder must also co-operate with the School on all matters concerning health and safety and not interfere with, or misuse, anything provided for the purpose of health, safety and welfare.

#### **Equal Opportunities**

The post holder has a responsibility to understand and abide by the obligations laid down in the School's Equal Opportunities Policy and Dignity at Work Policy.

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## PERSON SPECIFICATION

The person specification sets out the criteria to be used in determining whether an individual is likely to be able to undertake the duties in the job description.		
Attributes	Essential	Desirable
Education and Experience	<ul style="list-style-type: none"> <li>Meet HLTA standards or equivalent qualification or experience.</li> <li>Hold relevant qualifications at a level equivalent to at least NQF Level 3.</li> <li>Demonstrable levels of numeracy &amp; literacy equivalent to GCSE (A-C) or NVQ Level 2 (or by test).</li> <li>Training in related areas of Special Educational Needs e.g., literacy, ASD, Mental Health.</li> <li>A minimum of two years' experience of working with children (either paid or unpaid capacity) preferably in an education setting.</li> <li>Evidence of specialism or expertise in areas of specific learning difficulties or Special Educational Needs</li> </ul>	
Knowledge and understanding	<ul style="list-style-type: none"> <li>Understanding of behaviour management strategies.</li> <li>Understanding of First Aid procedures.</li> <li>Knowledge of trends and experiences in Mental Health in young people</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge of the requirements of the national literacy and numeracy strategies.</li> <li>Knowledge and understanding of Secondary Education across Key Stages</li> <li>Understanding of the procedures and requirements related to the Special Educational</li> </ul>

		Needs Code of Practice 2014
<b>Skills and Abilities</b>	<ul style="list-style-type: none"> <li>• Effective oral and written communication skills.</li> <li>• Excellent interpersonal skills both in working relationship with young pupils and in forming effective professional relationships with a wide range of contacts.</li> <li>• Sound IT skills to support learning and maintain electronic information systems.</li> <li>• The ability to recognise and understand the need for confidentiality</li> <li>• Highly motivated and enthusiastic</li> <li>• High professional standards</li> <li>• The ability to engage constructively with, and relate to, a wide range of young people from different backgrounds</li> <li>• A commitment to high academic standards</li> <li>• The ability to motivate and enthuse students</li> <li>• The ability to work effectively as a member of a team</li> <li>• Good organisational skills</li> <li>• The ability to work effectively with and command the confidence of teaching staff</li> <li>• The ability to assess and review young people and family circumstances and plan appropriate responses, drawing on in school and external advice and expertise where necessary</li> <li>• Well-developed interpersonal skills</li> <li>• A commitment to working to strict deadlines</li> <li>• The ability to plan, under appropriate supervision and guidance, or in collaboration, effective learning programmes</li> <li>• The ability to effectively use ICT to support learning, or to undertake training to do so</li> <li>• The ability to use other technology to support learning – e.g., video, photocopier, etc.</li> <li>• The ability to demonstrate and promote good practice in line with the ethos of the school</li> </ul>	

	<ul style="list-style-type: none"> <li>• Understanding of safeguarding issues and promoting the welfare of children and young people</li> </ul>	
<b>Training</b>	<ul style="list-style-type: none"> <li>• Willingness to participate in training/development as/when identified by line manager</li> <li>• The ability to self-evaluate learning needs and actively seek learning opportunities</li> <li>• Suitability to work with children</li> </ul>	
<b>Attributes and Attitudes</b>	<ul style="list-style-type: none"> <li>• Punctual and reliable</li> <li>• Flexible approach, including a sense of humour, and positive attitude towards work</li> <li>• Calm, tactful and collaborative manner</li> <li>• Trustworthy and discreet for confidentiality</li> <li>• A team player who is enthusiastic and willing to persevere in the face of challenges</li> <li>• The ability to adapt to changes in the workplace</li> <li>• To demonstrate a sense of commitment to support the ethos of the school</li> </ul>	
<b>Equality, diversity and inclusion</b>	<ul style="list-style-type: none"> <li>• Knowledge, understanding and commitment to equality, diversity and inclusion informed by practical experience and application</li> </ul>	
<b>Safeguarding</b>	<ul style="list-style-type: none"> <li>• Knowledge, understanding and commitment to safeguarding and promoting the welfare of students</li> <li>• Ability to form and maintain appropriate relationships and personal boundaries with students</li> </ul>	

The post holder will be required to complete an enhanced Disclosure Barring Service (DBS) Check with appropriate barred list checks, or the equivalent, and must be eligible to work in the UK.

All staff are expected to be committed to the Equal Opportunities Policy.

This appointment is subject to the current conditions of employment of support staff contained in the School Pay and Conditions Document, the Education Act 1997, other current educational legislation and the school's articles of government.

Townley Grammar School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. This job description is not necessarily a comprehensive definition of the post. It will be reviewed regularly and it may be subject to modification at any time after consultation with the post holder.

SIGNED \_\_\_\_\_

PRINT NAME \_\_\_\_\_

DATED \_\_\_\_\_

