

Catherine Grace Trust, trading as Grace Garden School

Position
Teaching Assistant

Grade
5

Field of Practice
Practical Skills & Therapeutic Education
(Field 2 & Field 4)

Responsible to
Class Teacher

Post Reference No.
CGT00006

Location
Grace Garden School

Job Purpose

Under the direction of the Class Teacher, and in accordance with the practices and procedures of the school, to be responsible for supporting pupils' access to learning and providing general support to the teacher in the management of the school day and the learning opportunities for pupils.

The post holder will be expected to embrace, articulate and work with the School's and Ruskin Mill Educational Trust's objectives, vision, values, purpose and method: ensuring that the Ruskin Mill Educational Trust's paradigm of biodynamic agriculture, Anthroposophical medicine and practical skills education, which is informed by Steiner Education, is maintained, implemented and integrated within the provision of the School.

The post holder is to contribute to the whole life of the School, always remembering that our core purpose is to improve the education and lives of the pupils at the School.

You will be required to carry out your duties at all premises, some of which are located a distance from the main site and at such other places as may reasonably be required.

Evening and weekend working may be required.

Corporate Contribution

The post holder will be expected to contribute as required and uphold the underpinning values and philosophy of the School and Ruskin Mill Trust at all times.

Main Duties and Responsibilities

1. To help pupils adjust to their new settings, recognise signs of distress and offer reassurance

and to promote and encourage the acceptance and inclusion of all pupils within the classroom and school; thereby, developing and reinforcing pupils' self esteem.

2. To encourage pupils to interact with others and engage in activities led by the Teacher.
3. To supervise and support pupils to ensure their safety and access to learning and facilitate pupils' physical, emotional and educational development.
4. To establish and promote supportive and productive relationships with pupils: acting as a role model and being aware of, and responding appropriately to, individual needs.
5. To contribute to the planning of the learning activities with the Teacher, discuss expected learning outcomes and agree upon success criteria.
6. To support the Teacher in managing pupil behaviour and resolving difficulties between pupils amicably: reporting difficulties as appropriate.
7. To prepare and maintain resources, displays and aesthetics of the classroom/school site, as directed by the Teacher.
8. To effectively communicate the work set by the class Teacher to the pupils and to support pupils to understand instructions and the Teacher's expectations.
9. To carry out pre-determined educational activities and work programmes with pupils: providing a level of attention appropriate to the pupil's needs, modifying the approach to promote independent learning, and to feedback to the Teacher on progress made.
10. To plan structured learning under guidance of the class teacher to support the learning of pupils who can't access classroom sessions.
11. To provide structured activities for children on transition plans into the school, which may include working offsite and in the child's home.
12. To be aware of individual pupil's needs/progress/achievements and report to the Teacher as agreed.
13. To support pupils in respect to the school's learning strategies, as directed by the Teacher; for example, literacy and numeracy.
14. To encourage pupils to take responsibility for their own learning and act independently.
15. To undertake pupil record keeping as required by the school and ensure that contributions are accurate, complete and up-to-date.
16. To attend to the pupils' personal needs, and implement related personal programmes, including social, health, physical, hygiene, first aid and welfare matters; and to respond to signs of minor health problems, for example with regard to asthma, allergies, incontinence and diabetes and report any illness to the Teacher or other member of staff responsible for dealing with pupil health.
17. To provide supervision of pupils out of lesson times, including before and after school and at lunchtimes.
18. To accompany teaching staff and pupils on visits, trips and out of school activities as required.
19. To gather/report information from/to parents/carers as directed.
20. To provide routine administrative support; for example, photocopying, typing and filing.
21. To read, understand, and adhere to the Trust Safeguarding Policy and Procedure in everyday working practice.

The above list of duties is not exhausted and may be modified in accordance with the developments of the school and the employee.

Safeguarding

1. To share the school's commitment for promoting and safeguarding the welfare of children and young adults.
2. To be responsible for promoting and safeguarding the welfare of students, children and vulnerable adults that you come into contact with.
3. To follow and promote Keeping Children Safe in Education and working together to safeguard Children in addition to the Young People and Adults at Risk Safeguarding Policy.

General

1. To share the Trust's commitment for promoting and safeguarding the welfare of students.
2. To be responsible for promoting and safeguarding the welfare of students, children and vulnerable adults that you come into contact with.
3. To carry out the above duties in accordance with the Trust's Health and Safety Policy.
4. To actively support and promote equality and diversity throughout the Trust.
5. To work co-operatively with other staff within the Trust.
6. To work with students as and when required.
7. To comply with all the policies and procedures of the Trust as contained in the booklet entitled "Statement of Purpose-Policies and Procedures" and Student Protection Policies.
8. To maintain exemplary standards of professionalism, honesty and respect at all times, and not abuse the privilege of access to confidential information.
9. To be responsible for the care and development for your working area.
10. To deliver training or development opportunities as required.
11. To maintain a 'duty of candour' and to be open and honest at all times, ensuring that concerns are raised promptly through the appropriate management routes.
12. To attend meetings and supervision as required.
13. To undertake training and development as required by the Trust and the Hiram Education and Research Team. To be committed to professional self-development, through participation in-service training as necessary for the successful carrying out the role.
14. To undertake work related continued professional development (CPD) as required by the post.
15. May, from time to time be required to work additional hours as shall be reasonably necessary to discharge properly your duties and responsibilities outlined in this job description.
16. To undertake any other duties appropriate to this level of post which will evolve as the job progresses until the job description is reviewed.

Staff Management and Supervision

The Teaching Assistant has no direct staff responsibility.

Liaison

To liaise with all staff employed within the School, Transform Residential Limited, Ruskin Mill Trust, parents, pupils, professional bodies, external consultants, and any outside bodies as and when required.

Job Revision

This job description should be regarded as a guide to the duties required and is not definitive or restrictive in any way. The duties of the post may be varied from time to time in response to changing circumstances. This job description does not form part of the contract of employment.

Where the post holder is disabled or becomes 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 given full consideration.

Person Specification / Training and Development

Position: Teaching Assistant

The following are the criteria that will be used for Shortlisting:

Experience:

- Meet Teaching Assistant standards or equivalent qualification or experience.
- Experience of working with children and young people with Special Educational Needs (SEN)
- Experience and understanding of the Steiner curriculum would be desirable, or a willingness to learn.
- Experience and understanding of statutory frameworks relating to SEN teaching and learning.
- Experience of working constructively as part of a team, understanding classroom roles and responsibilities and your own position within these.
- Experience and understanding of Safeguarding and child protection is desirable

Knowledge and Skills:

- Numeracy/literacy skills – equivalent to NVQ Level 2 in English and Maths.

- Desirable to have Training in relevant learning strategies related to SEN.
- Desirable to have specialist skills/training in the curriculum or learning specialism.
- Desirable to hold a full UK driving license
- Up to date knowledge of relevant policies/codes of practice/legislation.
- Good understanding of child development and learning processes.
- Can use ICT effectively to support learning, for example, Management information Systems and Microsoft programmes, such as Teams, Word, Power Point, Excel and Publisher.
- Improve own practice/knowledge through self-evaluation and learning from others.
- Demonstrate patience, empathy and understanding in difficult situations.
- Self-motivated and committed to deliver a high standard of work.
- Demonstrate a positive attitude and can-do approach.
- Demonstrate a commitment to:
 - Equality of Opportunity.
 - Promoting Grace Garden School’s Vision and Values.
 - High quality, stimulating learning environment.
 - Relating positively to and showing respect for all members of Grace Garden School and its wider community.
 - Ongoing relevant professional self-development.
 - Safeguarding and Child Protection.

Training and Development Requirements

Once appointed, the post-holder must complete the following trainings and qualifications within the timescales set

Training or Qualification	Name	Timescales for completion	Length of programme
Qualifications / Training	Introduction to Ruskin Mill Trust	Within first 2 weeks of employment	2-week programme
	Safety Intervention Training	At first available opportunity	2 days
	PREVENT training	Within 1 week of commencing role	Online – about 1 hour
	Safeguarding – Internal Policies and Procedures	Within 1 week of commencing role	2 hours
	Equality and Diversity	Within 1 week of commencing role	2 hours
	Health and Safety Training	Within 1 week of commencing role	2 hours