



SUPPORT STAFF – Inclusion

ROLE: TEACHING ASSISTANT

RESPONSIBLE TO: Inclusion Leadership Team

CONTRACT: Fixed Term

WORKING PATTERN: 8:15am – 3.15pm, 30 hours per week, 39 Weeks per Year (Term Time Only)

MAIN PURPOSE OF THE ROLE:

- Work under the direct instruction of the leadership team and teachers, usually in the classroom with the teacher.
- Support the successful implementation and delivery of students' Education, Health and Care Plans (EHCPs).
- Working closely with students with a range of additional needs.
- Liaising with staff across to the Academy to ensure they are aware of the specific needs of students with additional needs and how these may be reasonably met.
- Occasionally withdraw students under the direction of the teacher
- This role may be of particular interest to someone who is considering a career in Teaching and is looking to gain practical experience of working in a school setting.

DUTIES:

KEY WORKER SUPPORT:

- Read statutory paperwork for key students to share information and implement strategies to support students.
- Make regular contact with home to share students' progress.
- Complete the EHCP tracking sheet with student progress and contact with home on a weekly basis.
- Lead and oversee activities with individuals or small groups to enable their physical, emotional and educational development within the learning environment.
- To meet with your key worker students on a 1:1 basis every week to complete one of the following: guided reading, guided maths, homework support, handwriting support or general support.
- Meet regularly with students to gain their views and progress against targets.
- Provision Mapping: To complete, review and update students' Pupil Passports, Learning Plans and Provisions.
- Contribute to students' annual reviews and attend their annual review meetings.

- Once the annual review has taken place to meet with the student and go through their targets and action any points.

STUDENT SUPPORT:

- Supervise and support students ensuring their safety and access to learning.
- Establish good relationships with students, acting as a role model and being aware of and responding appropriately to individual needs.
- Promote the inclusion and acceptance of all students.
- Encourage students to interact with others and engage in activities led by the teacher.
- Encourage students to act independently as appropriate.
- Use the appropriate range of observation, assessment and monitoring techniques to identify strategies to support students with additional needs.

TEACHER SUPPORT:

- Prepare the classroom as directed for lessons and clear afterwards and assist with the display of students' work.
- Be aware of student problems, progress and achievements and report to the teacher as agreed.
- Undertake student record keeping as requested.
- Support the teacher in managing student behaviour, reporting difficulties as appropriate.
- Gather and report information from and to parents or carers as directed.
- Provide basic clerical and administrative support e.g. photocopying, typing, filing, collecting money etc.

CURRICULUM SUPPORT:

- Support students to understand instructions.
- Supporting students in undertaking literacy and numeracy tasks as directed by the teacher.
- Supporting students in using basic ICT as directed.
- Prepare and maintain equipment and resources as directed by the teacher and assist students in their use.

SUPPORT FOR THE ACADEMY:

- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Be aware of and support difference and ensure all students have equal access to opportunities to learn and develop.
- Contribute to the overall ethos, work and aims of the school.
- Appreciate and support the role of other professionals.
- Attend relevant meetings as required.
- Provide support with invigilation process for internal and external examinations.
- Participate in training and other learning activities and performance development as required.
- Assist with the supervision of students out of lesson times, including before and after school.
- Accompany teaching staff and students on visits, trips and out of school activities as required.

- Support assessment and exams by invigilating for those with additional needs.

GENERAL:

- To be fully aware of and understand the duties and responsibilities arising from the Children's Act 2004 and Working Together in relation to child protection and safeguarding children and young people as this applies to the postholder's role within the organisation.
- To also be fully aware of the principles of safeguarding as they apply to children and young adults in relation to the postholder's role.
- To ensure that the postholder's line manager is made aware and kept fully informed of any concerns which the postholder may have in relation to safeguarding and/or child protection.

This list of duties is not exhaustive and you may be required to carry out other reasonable tasks commensurate to your grade as directed by your line manager.

PERSON SPECIFICATION

SUPPORT STAFF - INCLUSION

1. QUALIFICATIONS

- Grade 4/C or above in English and Mathematics, or equivalent
- Educated to degree level or equivalent - desirable

2. EXPERIENCE

- Working directly with or caring for young people
- Experience of establishing and maintaining positive working relationships with a range of stakeholders at all levels
- Experience of managing and being responsible for own workload
- Working in a school environment desirable
- Working with young people from very diverse social and educational backgrounds desirable
- Experience using and updating records and databases desirable

3. KNOWLEDGE AND UNDERSTANDING

- Basic knowledge of SEND needs
- Computer literate – good ICT skills including a working knowledge of MS packages, such as Word, PowerPoint, Outlook, Excel etc.
- Some knowledge of strategies in working with young people with challenging behaviours

4. SKILLS AND ATTRIBUTES

- Ability to relate well to and build positive professional relationships with both children and adults
- Understanding of classroom roles and responsibilities and how the role of the Teaching Assistant relates to these
- Ability to work constructively as part of a team
- Ability to use initiative and to work with autonomy
- Flexibility of approach to work
- Excellent written and verbal communication skills
- Willingness to participate in development and training opportunities
- Good administrative and organisational skills

Southfields Academy is committed to safeguarding and promoting the welfare of children and young people. The successful candidate will be subject to an enhanced DBS check, along with other relevant pre-employment checks.