

SUPPORT STAFF

JOB DESCRIPTION

ROLE TITLE	Teaching Assistant
LOCATION	The Compass School
GRADE / SCALE POINT – SALARY	Scale 3, Points 5 - 6
REPORTING TO	Headteacher

INTRODUCTION

Through geographical hubs of like-minded schools and a vision of excellence that is shared by all, schools smash through barriers to achieve more than others think possible.

- The vision of Unity Schools Partnership is to achieve the highest standards of education in its primary, secondary and special schools.
- It is our intention that all trust schools, and the trust as a whole, be recognised locally and nationally for the exceptional quality of its educational provision.
- We are a family of interdependent schools with a shared ambition to transform lives.
- We are committed to the development of a very high-quality, and evidence-informed, model of how excellence is achieved.
- Our work is fostered by geographical hubs of schools in close proximity that understand their specific communities.

The trust expects its work to be characterised by:

INTEGRITY

INCLUSION

KINDNESS

The vast majority of schools are now successful, well-performing schools and judged 'good' by Ofsted. The ambition over the next three years is that schools across the trust become excellent schools, characterised by top quartile performance and with the capacity to support more schools in the area that need support to benefit from being part of the trust.

In order to achieve this ambition, the trust will focus on:

Excellent education – we have plans for work in primary, secondary and special education which aim by 2028 to achieve top quartile performance in primary and secondary results and that has very high approval ratings externally and from parents for children with special educational needs.

Excellent staff – we have a People Strategy that includes the ambition of being the employer of choice for school staff in the region.

Excellent support for schools – we have included in our plans for work in primary, secondary and special education how schools are supported to provide excellent education and we have an operational plan for wider support for schools in the trust, those who wish to be associated with the trust and those who potentially might wish to join the trust.

Every member of staff is required to uphold and promote the values of the Trust in every aspect of their work performance.

JOB PURPOSE

To support students to raise their level of educational attainment and to develop social skills and understanding. To support students to learn as effectively as possible both in group situations and individually. To support students with emotional self-regulation strategies and improved self-esteem.

KEY TASKS & RESPONSIBILITIES

Support for students:

Under the Class Teacher's direction:

1. Use a wide range of opportunities to develop students' language, literacy, numeracy and related skills;
2. Use specialism / expertise to support specific students as directed by class/subject teacher and / or line manager;
3. Work with students, either one-to-one or in small groups;
4. Mark students' work, as appropriate, for example, after a interventions / TA delivered tasks, maintaining basic records;
5. Clarify and explain instructions;
6. Motivate and encourage pupils are required;
7. Help students to concentrate on work set, encouraging independence;
8. Use agreed methods of promoting / reinforcing students' self-esteem;
9. As appropriate, look after sick/upset students;
10. Support learning and development by accompanying and working with students outside the classroom and on trips, visits and other activities under the direction of the class/subject teachers.

Support for Teacher

1. Liaise with the class/subject teachers, to ensure clear understanding of tasks and responsibilities and how these will be operated in practice to promote the best outcomes for students;
2. Help to maintain a purposeful, orderly and supportive environment for learning;
3. Assist the class/subject teacher in supporting students, enabling access to the curriculum and other individual or small group interventions;
4. Assist the class/subject teacher in preparation of resources and displays;
5. Support and assist the class/subject teacher in maintaining good order and positive behaviour in the classroom and around the school, by actively engaging with students to positively promote and enforce the school's behaviour policy and systems;
6. Observe student learning and support this learning in the light of observations;
7. Monitor students' performance, providing regular feedback to the teacher;
8. Act on the teacher's assessments to carry out further support work with students;
9. Maintain records of student needs and progress;
10. Assist teaching staff to ensure that aims and objectives of the Academy are achieved;

11. Supervise students around the Academy site and premises as required as part of the Academy's agreed duty rota; e.g. fire drills.

Team Working and Personal Professional Development

1. Attend and participate in curriculum planning meetings (after Academy as required);
2. Keep up to date with Academy policies and procedures;
3. Liaise, advise and consult with other members of the staff team, supporting students when asked to do so;
4. Attend regular in-service training;
5. Undertake tasks to support the curriculum and assist with events organized as part of the curriculum;
6. Attend and contribute to appropriate review meetings, if required by the class or subject teacher, and/or Headteacher and where appropriate, disseminate information to other Teaching Assistants where required;
7. Support implementation of Government initiatives under the direction of line manager.

Health, Safety and Wellbeing

1. Follow Health and Safety procedures at all times, particularly with regard to student safety and that of staff colleagues;
2. Refer students to a school first aider, ensuring that the class/subject teacher is aware;
3. Be aware of and maintain full understanding of procedures to follow in the event of an emergency;
4. Keep up to date with and follow, Safeguarding / Child Protection procedures.

SAFEGUARDING

Unity Schools Partnership is committed to safeguarding and promoting the welfare of children and young persons at all times.

The post holder, under the guidance of the Headteacher, will be responsible for promoting and safeguarding the welfare of all children with whom he/she comes into contact, in accordance with the Trust's and the school's safeguarding policies. The post holder is required to obtain a satisfactory Enhanced Disclosure from the Disclosure and Barring Service (DBS).

GENERAL

1. Actively contribute to and promote the overall ethos and values of the School and the wider Trust.
2. Participate in training and other learning activities and performance development as required.
3. Maintain consistent high standards of professional conduct, tact and diplomacy at all times in dealings with pupils, parents, staff colleagues, external agencies and any other visitors to the school or wider Trust.
4. Maintain absolute confidentiality and exercise discretion with regard to staff / pupil information and the Trust's business at all times.

5. Act as an ambassador for the School and the wider Trust within the local community and beyond, ensuring that the ethos and values of the Trust are promoted and upheld at all times.
6. Undertake any other reasonable tasks and responsibilities as requested by the line manager or a member of the Senior Leadership or Trust Executive Leadership Teams which fall within the scope of the post.

PERSON SPECIFICATION

CRITERIA	ESSENTIAL	DESIRABLE
KNOWLEDGE		
Technical or Specialist	• Experience of working with children and young people • Knowledge and use of a range of classroom equipment • Basic knowledge of first aid • Recognised competency in literacy and numeracy • 'C' grades or above in English and Maths	• Experience of working with students with social, emotional and mental health needs • Broad awareness and understanding of medical conditions such as asthma, epilepsy etc. • Awareness of health and safety procedures • Experience of one-to-one support, where appropriate • Educate to A level standard
Literacy and Numeracy	• Ability to read and understand instructions • Ability to complete reports such as incident report forms, progress reports etc.	
Organisational	• Knowledge of school policies and procedures	• Good knowledge and understanding of the school's structure • Ability to organise learning resources
MENTAL SKILLS		
Research	• Assist teacher with information gathering and resources as appropriate	• Understand how to assist pupils to learn independently by using research-skills safely and effectively
Problem Solving	• Ability to recognise and resolve or report problems	
Creative Thinking	• Assist teacher in creating a positive learning environment • Be solutions-focussed to get the best outcomes for each pupil	• Bring own knowledge and skills to help with creative solutions to help individual pupils overcome barriers to learning and improve their social skills and behaviours
INTERPERSONAL AND COMMUNICATION		
Written and Verbal	• Ability to communicate clearly and accurately • Ability to encourage participation and give feedback to students	
Caring Skills	• Sensitivity to students' needs	

	Understanding students' behaviours and following school guidelines and training on how to respond in a calm and caring way when challenging behaviours are displayed	
Advising / Guiding	- Advising and guiding students on the best way to handle situations, under the teacher's direction - Encouraging students to participate in or complete tasks - Provide support to other Teaching Assistants - Ability to conciliate between students in relationship / friendship disputes - Assist with the induction of new Teaching Assistants	
PHYSICAL		
Keyboard	Ability to use ICT to advance students' learning and ability to use ICT tools for own benefit	
Manual Skills	Help students to use tools and equipment safely as required to support learning	
Level of Autonomy	- Work is covered by set policies and procedures - Able to work with small groups of students when carrying out specific tasks or on field trips etc. - Able to make decisions on when to refer queries/problems to teaching staff or line manager.	