



Polden Centre LSA
Grade: BTC Band 05, Scale 7-9.

The success of the Bridgwater and Taunton College Trust will be underpinned by two fundamental beliefs:

Students come first: First and foremost, the purpose of the Trust is to enable students to achieve their potential, and it is this principle that drives how we make decisions and how we act. It is expected that anyone who joins or forms part of the Trust shares this philosophy.

We are team players: Whilst every colleague has a specific role to fulfil, we expect all staff to communicate with compassion, treat others with positive regard, collaborate and behave with professionalism. In our colleagues we seek energy, passion, initiative and cooperation, as well as acting in a way that promotes a positive image of the Trust in the wider community.

Our values

We are ambitious, collaborative and inclusive.

We believe that every role contributes to our students achieving. We are a values driven organisation and strongly feel a shared sense of purpose. We behave in a way that puts our students at the forefront of our actions and decisions making, we champion equality of opportunity and respect our colleagues, our students and our community. We believe passionately that all individuals are entitled to learn and should be encouraged to do so.

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POLDEN CENTRE

The Polden Centre is a resource base funded by Somerset County Council to provide additional support to secondary aged pupils that present and/or have a diagnosis for autism. As such, it is a specialist facility that enables children to be included into a mainstream school, whilst benefitting from specialist levels of support, input and therapy. Without this type of resource, typically students who now attend the Polden Centre would be educated outside of a mainstream school. We know that inclusion into BCA is beneficial for their personal development, their academic performance and to allow them to integrate further into a peer group community. Resource bases of this nature are a cornerstone of our inclusive practice and our wider ambition to ensure the highest levels of inclusion possible.

Therefore, working in the Polden Centre as a Learning Support Assistant is an increasingly complex and specialist role which stands apart from the more generic role of Learning Support Assistant. In addition to the core purpose and standards of all LSAs (see below) Polden Centre LSAs will need to develop and evolve a bank of specialist knowledge and expertise that allows them to understand and successfully work alongside students with complex social, emotional and learning needs. They are required to develop deeper relationships with their students and may have to successfully manage behaviours that most mainstream children do not exhibit, particularly in times of crisis. They will be skilled in working with students in a state of dysregulation, adept at adapting learning experiences and skilled in understanding when and what support should be provided.

They will be required to debrief on students daily, will potentially have increased contact with families and home settings and may be expected to attend off-site provision to support young people. They may be asked to contribute to the Assess, Plan, Do Review process, assist with transition into and out of the Polden Centre as well as use their knowledge and expertise to tailor individual learning activities.

Core Purpose

The *Professional Standards for Teaching Assistants (2016)* defines high standards which are applicable to all teaching assistant roles in a self-improving school system. The main purpose of these standards is to raise the status and professionalism of teaching assistants and to position their role within a community of professionals, including teachers and school leaders, all working together to improve outcomes for children.

This is a set of standards for teaching assistants that:

- are unequivocal, clear and easy to understand and use.
- can be used to inform performance management processes.
- steer the professional development of teaching assistants at all levels.
- are designed to inspire confidence in teaching assistants and ensure that schools use their skills and expertise to best effect;
- Focus primarily on the key elements of their professional relationship with teachers to ensure that all pupils attain.

The primary role of the teaching assistant is to work with teachers to raise the learning and attainment of pupils while also promoting their independence, self-esteem and social inclusion. They give assistance to pupils so that they can access the curriculum, participate in learning and experience a sense of achievement.

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Teaching assistants are an integral part of the Academy workforce representing a substantial investment of Academy funding. Teaching assistants should act with honesty and integrity to uphold comparable standards to other education professionals, in order to make the education of pupils their first concern. By demonstrating values and behaviours consistent with their professional role, teaching assistants work with other education professionals within a common framework of expectations.

The four themes

The Professional Standards for Teaching Assistants are set out in four themes.

1. **Personal and professional conduct**
2. **Knowledge and understanding**
3. **Teaching and learning**
4. **Working with others**

Within each theme there are several standards expected of teaching assistants.

Personal and professional conduct – In order for teaching assistants to provide effective support to teachers and pupils, they need to be clear about their role and responsibilities and how these fit within the wider structure of the school. In the same way as teachers, teaching assistants operate in a position of trust and are seen by pupils as role models. They should be able to maintain proper boundaries with pupils and their behaviours should reflect this responsible position.

Knowledge and understanding – Teaching assistants should have sufficient knowledge and skills to help teachers support pupils in achieving their maximum potential. School leaders are best placed to make judgements about the type and level of knowledge and skills that individual teaching assistants need, as this will vary according to job role. This could include: subject knowledge; specialist skills and knowledge to support pupils with special educational needs or disabilities; knowledge of the curriculum; pedagogical knowledge; behaviour management strategies.

Teaching and learning – An important role of a teaching assistant is to support the teacher in ensuring the best possible outcomes for all pupils. The standards in this theme recognise that teaching assistants work under the supervision of a teacher in accordance with arrangements made by the headteacher of the school. Schools should refer to the EEF guidance report (see Further information) for 'relevant strategies to support the work of the teacher'.

Working with others – Teaching assistants work with other professionals, parents, carers and outside agencies as well as with pupils themselves. Although other themes require teaching assistants to work collaboratively with others, these qualities and skills were considered so important and distinctive to the role as to merit their own theme.

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Main Responsibilities

The responsibilities of this role could vary as a result of new legislation, changes in technology or policy changes. This job description is not an exhaustive list of tasks of the role.

1. To develop a knowledge of a range of learning support needs and to develop an understanding of the specific needs of the pupils to be supported;
2. To supervise and provide particular support for pupils, ensuring their safety and access to learning activities;
3. Taking into account the learning support involved, to aid the pupils to learn as effectively as possible both in group situations and on his/her own by, for example:
 - clarifying and explaining instructions;
 - ensuring the child is able to use equipment and materials provided;
 - assisting in weaker areas, e.g. language, behaviour, social skills, reading, spelling, handwriting/presentation;
 - helping children to concentrate on and finish work set;
 - meeting physical needs as required whilst encouraging independence;
 - assisting with the development and implementation of Individual Education/Behaviour Plans and Personal Care programmes;
 - developing appropriate resources to support the children;
 - providing support for individual children inside and outside the classroom to enable them to interact with others and engage in activities led by the teacher.
4. To establish a constructive relationship with the pupils and interact with them according to individual needs;
5. To establish a constructive relationship with the pupils and interact with them according to individual needs;
6. To promote the inclusion and acceptance of all children;
7. To set challenging and demanding expectations and promote self-esteem and independence;
8. To provide the necessary pastoral care to enable children to feel secure and happy;
9. To provide feedback to pupils in relation to progress and achievement under the guidance of the teacher;
10. Assist with the class teacher (and other professionals as appropriate), in the development and planning of a suitable programme of support for pupils;
11. Monitor pupil's responses to learning activities and accurately record achievement as directed;
12. Provide detailed and regular feedback about the children to the teacher;
13. Contribute to the maintenance of children's progress records;
14. Participate in the evaluation of the support programme;
15. Promote good behaviour, dealing promptly with conflicts and incidents in line with established policy, and encourage children to take responsibility for their own behaviour;
16. Establish constructive relationships with parents/carers;
17. Administer routine tests and undertake routine marking of children's work;
18. Support class teachers in photocopying and other tasks in order to support teaching
19. Undertake structured and agreed learning activities/teaching programmes, adjusting activities according to pupil responses;

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20. Undertake intervention programmes linked to local and national learning strategies, recording achievement and progress, and feeding back to the teacher;
21. Support the use of ICT in learning activities and develop pupils' competence and independence in its use;
22. Assist with the preparation and maintenance of equipment/resources required to meet lesson plans/relevant learning activities to support the delivery of an enriched curriculum.
23. Be aware of and comply with the procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person;
24. Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop;
25. Contribute to the overall ethos/work/aims of the school;
26. Appreciate and support the roles of other professionals;
27. Attend and participate in relevant meetings as required;
28. Where appropriate develop a relationship to foster links between home and school;
29. Liaise, advise and consult with other members of the team supporting the children as appropriate;
30. Contribute to reviews of children's progress as appropriate,
31. Set a good example in terms of dress, punctuality and attendance;

Other Duties

- To attend mandatory training courses, e.g., Child Protection, Equal Opportunities and Health and Safety related courses
- To promote and celebrate an approach of equality, diversity and inclusion for all colleagues, students and external stakeholders.
- Responsible for the health and safety of themselves and others
- Responsible for the safeguarding of and promotion of wellbeing for both children and colleagues
- To be a team player and contribute towards the vision, culture and ethos of the Trust
- From time to time you may be required to carry out other duties commensurate with the role.

Person Specification

Area to be assessed	Essential criteria	Desirable criteria
Safeguarding	Must be able to demonstrate a commitment to the safeguarding and well-being of children and young people.	
Qualifications/Experience	<p>Good level of numeracy and literacy</p> <p>GCSE qualification in English and Mathematics – Grade C or 4, or above</p> <p>Working</p>	<p>Higher level qualification, e.g. HND, degree, NVQ3 for Teaching Assistants or other higher level qualification, or experience</p>

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Knowledge/Skills	<p>knowledge of curriculum</p> <p>Evidence of recent continued professional development</p> <p>Proven experience of working in a successful team.</p> <p>Experience of working with children of relevant age</p>	
Knowledge/Skills	<p>Good Communication skills</p> <p>Good IT skills and able to use ICT effectively to support learning</p> <p>Ability to be self-reflective and a willingness to seek learning opportunities</p> <p>Ability to relate well to children and adults</p> <p>Work constructively as part of a team, understanding classroom roles and responsibilities and your position within these</p> <p>Ability to prioritise tasks and manage own workload to achieve deadlines, often managing conflicting priorities</p> <p>Well organised, self-motivated and hardworking</p> <p>Confident and at ease when meeting and communicating effectively with a diverse range of people</p> <p>Clear commitment to the</p>	

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	<p>team approach; able to exchange ideas and provide support for colleagues</p> <p>Ability to remain calm when under pressure and employ tact and diplomacy in difficult / sensitive situations</p> <p>Commitment to personal development</p> <p>Proven experience of using initiative</p> <p>An excellent attendance and punctuality record</p>	
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