

Job Description

Establishment: Portland Spencer Academy

Post Title: Level 2 teaching assistant with SEMH experience

Grade/Pay Range:

Hours/weeks: Full time 37 hours per week term time only

Department/Team: SEND Support

Overall Purpose of Post:

- To work with children as part of a team under the overall direction of the Headteacher.
- To foster the participation of pupils in the social and academic processes of the school by recognising individual pupils' needs and identifying and implementing appropriate responses; • Working independently in accordance within guidelines, to encourage pupils to become more independent learners and help to raise the standard of achievement and attainment for all pupils.
- To take responsibility for the planning of specified packages of work such as specific strategies to support children with SEMH across the school's age range.
- To carry out specified duties with individuals, groups or classes under the direction of a qualified teacher.
- To provide direct support to educational settings and to families with children with SEMH and/or Special Educational Needs and/or Disabilities (SEND) by implementing programmes and supporting the implementation of direct support plans to enable the children to maximise their potential.
- To observe, analyse, plan and review the progress of children across school. Advising, guiding and instructing other professionals on intervention strategies to challenge and support them in raising standards of inclusive practice.

Main Duties and Responsibilities

Working as part of this important team you will be required to carry out the following duties. The nature of the Academy Year requires some of these tasks to be done regularly whilst others will be on an annual cycle.

The post holder will be expected to use all Trust standard computer hardware and software packages where appropriate. Specific responsibilities include:

KEY DUTIES

- Through effective learning strategies, support all pupils to participate in learning activities. This will involve being aware of pupils' needs, using appropriate equipment and materials and modifying resources as necessary to support pupils to participate and progress.
- Support pupils by having an awareness of individual needs, learning targets, and the relevant

support required to assist pupils' development, offering encouragement and feedback where appropriate.

- Contribute to the implementation of an effective behaviour management strategy, applying it fairly and consistently within clear boundaries and reinforcing positive aspects of behaviour.
- Provide literacy and numeracy support to individuals and groups to enable them to access the wider curriculum, whilst monitoring progress and dealing with challenges as they arise.
- Develop positive relationships with parents, carers and families by taking a partnership approach, maintaining and sharing accurate information where appropriate.

SPECIFIED WORK

- To deliver direct, hands-on, time limited and monitored interventions with parents and/or educators of children and with the children themselves, modelling appropriate techniques and strategies and using specific techniques, programmes and activities to promote the educational and social inclusion of all children. To challenge and support other professionals and settings with regard to inclusive practice.
- To maintain effective records of interventions, details of support provided and analyse and present evidence related to targets, including case summaries after interventions are ended, so that all documentation is accurate and up to date.

SUPPORT FOR THE PUPIL

- Support learning activities for all pupils, being aware of stages of development, individual needs and giving positive encouragement and feedback to ensure pupils are reaching their full potential. The learning activities may be for individual pupils, groups of pupils.
- Give care and support for pupils by providing a safe and secure environment, responding to accidents, emergencies and following procedures where appropriate.
- Contribute to the safeguarding of all pupils by having an awareness of signs of abuse, an understanding of relevant procedure and protocol and ensuring any concerns are addressed in a calm and sensitive manner.
- Establish and maintain positive relationships with pupils by communicating effectively, allowing them to feel valued and listened to, encouraging questions and ideas
- Support children and young people through transitions that occur in their lives, enabling them to manage them in a positive manner.
- Contribute to the personal and intimate care of pupils.
- Support pupils with behaviour, emotional and social development needs and report any issues to the appropriate senior member of staff)
- Provide support to pupils with sensory and/or physical needs to enable them to maximise learning • Provide support to pupils where English is not their first language
- Support learning activities for gifted and talented pupils
- Support pupils in a specialist area e.g. ICT, Literacy, Numeracy.

SUPPORT FOR THE TEACHER

- To assist with writing and monitoring pupil plans reviewing and implementing interventions enabling pupils to understand and meet their targets.
- Contribute to maintaining accurate pupil records, following relevant procedure and

ensuring confidentiality at all times.

- Working alongside the class teacher, ensure the learning environment, learning resources and materials are ready for use in activities whilst recognising and minimising potential hazards and making adjustments where necessary.
- Develop positive relationships with families, taking a partnership approach so that support is provided both at the school and at home and sharing information where appropriate.
- Escort and supervise pupils on educational visits and out of school activities.

SUPPORT FOR THE CURRICULUM

- Prepare and effectively use ICT within the classroom environment to support and promote pupils learning in ways that are stimulating and enjoyable for pupils according to age, needs and abilities.

SUPPORT FOR THE SCHOOL

- Develop and maintain effective working relationships with other practitioners, drawing on their strengths and expertise in order to best support teaching and learning.
- Willingness to keep up to date with professional practice by maintaining an up-to-date understanding of the requirements of the role and individual responsibilities. Take responsibility for recruitment and selection of (give details)

General

- Work in a professional manner and with integrity and maintain confidentiality of records and information.
- Maintain up to date knowledge in line with national changes and legislation as appropriate to the role.
- Be aware of and comply with all Academy policies including in particular Health and Safety and Safeguarding.
- Participate in the Academy Appraisal process and undertake professional development as required.
- Adhere to all internal and external deadlines.
- Contribute to the overall aims and ethos of the Spencer Academies Trust and establish constructive relationships with nominated Academies and other agencies as appropriate to the role.
- These above-mentioned duties are neither exclusive nor exhaustive, the post-holder may be required to carry out other duties as required by the Trust.

The Spencer Academies Trust is committed to safeguarding and promoting the welfare of all our students and expects all employees and volunteers to share this commitment. All posts are subject to enhanced DBS checks and completion of safeguarding training.

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Name of Postholder:

Signature:

Date:

Person Specification

Essential	Desirable	Evidenced by A,I,T
Qualifications and experience		
Good standard of education especially with regard to literacy and numeracy skills. GCSE Maths and English grade C or equivalent NVQ Level 2 Teaching Assistant or equivalent or equivalent Previous experience in an educational environment Experience in contribution to raising standards by promoting independent learning Experience of direct work with children with Autism and SEND Direct experience of raising pupil attainment through personal intervention Experience of planning and delivering learning activities for group and individual need. Relevant experience of building positive relationships with all stakeholders	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓	
Knowledge and skills		
Knowledge and understanding of the statutory framework in subject areas and phases supported. Knowledge of National Curriculum Knowledge of stages of child development and individual needs. Knowledge of Autism Knowledge of appropriate behaviour management practices Ability to work calmly under pressure Ability to communicate clearly orally and in writing Ability to work collaboratively with others Ability to work within school based systems and specified timelines Ability to contribute to the management of pupil behaviour Ability to establish positive relationships with pupils, families and colleagues Ability to assess children to understand their individual needs.	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓	
Personal qualities		

Excellent interpersonal skills with the ability to maintain strict confidentiality	✓	
A diplomatic and patient approach		
Initiative and ability to prioritise own work and that of others to meet deadlines	✓	
Efficient and meticulous in organisation	✓	
Able to follow direction and work in collaboration with the leadership team	✓	
Able to work flexibly, adopt a hands on approach and respond to unplanned situations	✓	
Ability to evaluate own development needs and those of others and to address them	✓	
Be willing to undertake training and development, as necessary, Commitment to the highest standards of child protection and safeguarding Recognition of the importance of personal responsibility for health and safety Commitment to inclusive education	✓	
Commitment to the Trust’s ethos, aims and whole community.	✓	
	✓	
	✓	