



Shaw
Education
Trust



Careers

at Shaw Education Trust



Job Title:	Teaching Assistant - Student Support (Level 3)
Grade:	5
SCP:	SCP 16 – SCP 20
Conditions of Service:	Support Staff Contract
Responsible to:	Headteacher

Job Purpose

To support learners on the School Engagement Programme to achieve and assist partners in raising individual pupil standards of attainment and behaviour.

Key Responsibilities

Support to the District

- To monitor the existing programme and provide updates to the district
- To support future developments of the programme
- To work closely with the School Engagement Programme Coordinator
- To liaise with individual school mentors/coordinators

Support to Pupils

- Provide direct practical and emotional support to pupils
- Provide structured support, including tutorial support, in accordance with specific work programmes designed and supervised by staff within partner organisations
- Use specialist knowledge/experience to provide appropriate support to pupils in relation to their individual needs, e.g. behaviour management strategies, health and well being
- Respond to multi professional team decisions by organising, supporting and coordinating group work and individual support packages for young people e.g. anger management, independent living skills literacy and numeracy
- To contribute to raising standards by ensuring high expectations are set for pupils.
- Involvement in the development and implementation of Individual Education/Behaviour/ Support/Mentoring plans.

Support to Staff

- In conjunction with staff, record pupils' progress, provide feedback to appropriate education professionals, e.g. LA Officers, Staffs partnership, SEP Manager and school contacts
- Support staff in developing appropriate learning plans to raise achievement
- Co-ordinate and organise pupils attending activities/work experience or other out of school activities as part of the programme
- Support SEP manager in a range of administrative tasks e.g. organising transport, tracking and monitoring student progress/attendance etc.
- Liaise with students, parents, carers, schools, providers and multi agency colleagues
- To act as Cover Supervisor during teacher absence under the direction of a teacher/designated member of staff. Cover will be in accordance with the nationally agreed protocols and as provided for in the Education Act 2002. (The role of Cover Supervisor will be to supervise and take sole responsibility, for short term cover only, for a class/group who are undertaking pre-planned work or where pupils are able to undertake effective, self directed learning 1.)
- Supervise pupils for a particular curriculum activity under the supervision and guidance of a qualified teacher.
- Undertake marking of planned work.

- In conjunction with teacher, record pupils' progress, provide feedback to appropriate education professionals, e.g. LEA officers, Ofsted Inspectors.
- To support the teacher to develop appropriate learning plans to raise achievement.
- Co-ordinate and organise pupils attending extra curricular activities/work experience or other out of school activities under guidance of teacher.
- Provide general admin support, for classroom activities e.g. produce worksheets for agreed activities etc.

Support for the Curriculum

- Contribute to curriculum planning, evaluation and implementation.
- Contribute to development of school policies and procedures by participation in working groups.
- The development, preparation and dissemination of appropriate materials.
- Determine the need for, prepare and use specialist equipment, plans and resources to support pupils.

Support to School (this list is not exhaustive and should reflect the ethos of the school)

- Promote and safeguard the welfare of children and young persons you are responsible for or come into contact with.
- 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.
- Ensure all pupils have equal access to opportunities to learn and develop.
- Appreciate and support the role of other professionals.
- Contribute to the overall ethos/work/aims of the school.
- Attend and participate in relevant meetings as required.
- Participate in training and other learning activities and performance development as required.
- Contribute to the achievement of the school's objectives.
- **Promote inclusion and acceptance of all pupils within the school.**
- Establish good working relationships with pupils, acting as a role model and setting high expectations.
- Be aware of, support and ensure equal opportunities for all.
- Assist with pupil needs as appropriate during the school day.

Safeguarding

- Take responsibility for promoting the safety and welfare of all pupils.
- Report all concerns to an appropriate person.
- Co-operate and work with relevant agencies to protect children.
- Ensure all statutory requirements are adhered to, including prevention.

This job description is not prescriptive, nor necessarily a comprehensive definition of the position.

Notwithstanding the duties in this job description, you will be expected to undertake any other duties and tasks which are not specifically listed but are within the scope and remit of this post to ensure the effective delivery and development of the service.

Qualifications and Experience

Qualifications/Training

- Very good numeracy/ literacy skills equivalent to GCSE grade C and above
- NVQ 3 for Teaching Assistant (or demonstrate equivalent knowledge skills and experience)
- Good communication skills
- Well developed interpersonal skills to be able to relate well to a wide range of people

Experience / Knowledge / Skills

- A demonstrable record of working effectively supporting young people's learning in a relevant environment
- Full working knowledge of relevant policies and protocols for partnership working
- Understanding of the principles of child development and learning processes
- Ability to plan effective actions for students at risk of underachieving
- Effective use of ICT to support learning
- Use of other learning technology – video, photocopier
- Work constructively as part of a team whilst being able to demonstrate initiative
- Emotional resilience in working with challenging behaviours and attitudes to the use of authority and maintaining discipline
- Ability to form and maintain appropriate relationships and personal boundaries with young people
- Motivation to work with young people who may have social, and emotional difficulties.

Codification of expected norms and behaviours

Leadership, of self and others		
Attitude	Aptitude	Functional Capability
<ul style="list-style-type: none"> • Build relationships between yourself and the team, and between team members. • Unify not divide the team, promote a culture of respect. • Manage conflict well and pro-actively. • Embrace and welcome accountability of self, and for team. • Care for the well-being of your team/colleagues. • Support the retention of good staff by creating a positive culture around workforce development and team communities. • Ensure good communication amongst your team and the wider organisation as appropriate. 	<ul style="list-style-type: none"> • Ensure effective workforce development and training for self and all, including coaching and mentoring. • Spot and nurture talent – in yourself and in others. • Positively engage in development opportunities and aptitude development. 	<ul style="list-style-type: none"> • Ensure clear roles and accountabilities for the team are well understood. • Develop and promote mutual accountability between colleagues in the team. • Deploy staff and resources effectively across the team. • Manage the workload of self and team. • Know your team(s)/colleagues well.
Model our values and behaviours		
Attitude	Aptitude	Functional Capability
<ul style="list-style-type: none"> • Build trust within your teams and across the Trust. • Create and contribute to a psychologically safe environment so staff can work and flourish within your team and across the Trust. • Value compassion • Encourage a can-do approach personally and across your team. • Positively challenge poor behaviour and call it out. 	<ul style="list-style-type: none"> • Be self-reflective on your own strengths and be proactive in seeking support (via colleagues, reading or CPD) to understand any areas for improvement and ensure your development in these. 	<ul style="list-style-type: none"> • Display professional credibility to team, peers, and trustees.

<ul style="list-style-type: none"> • Be highly and consistently visible across the organisation and within your team. • Demonstrate a consistent approach and calmness. 		
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Motivate and inspire

Attitude	Aptitude	Functional Capability
<ul style="list-style-type: none"> • Celebrate and acknowledge success of self and others. • Show and demonstrate the value of others – create an abundance culture where all can be successful without threat or competition. • Demonstrate drive and ambition for self, team and Trust. 	<ul style="list-style-type: none"> • Engage in wider networking, development opportunities and/or reading to gain inspiration and personal motivation. • Understand and share your ‘why’ – and revisit it regularly. 	<ul style="list-style-type: none"> • Communicate a precise and clear vision. • Set the journey ahead which is understood by all. • Evidence sharp goal setting and achievement. • Ensure errors, oversights and mistakes are rare.

Reflection

Attitude	Aptitude	Functional Capability
<ul style="list-style-type: none"> • Demonstrate transparency and integrity within team and across the Trust. • Accept responsibility and be vulnerable, avoid a blame culture. 	<ul style="list-style-type: none"> • Take time to know yourself and engage in self-reflection and learning. • Ask thoughtful questions and seek the truth. • Give and accept feedback. 	<ul style="list-style-type: none"> • Encourage your team to reflect on efficiency and effectiveness, striving to gain a constantly improving approach.

Secure accountability by giving tools to succeed by...

Attitude	Aptitude	Functional Capability
<ul style="list-style-type: none"> • Giving generously with your time. • Ensuring 1:1 meetings are useful and effective in driving improvement. • Providing support and removing barriers to success. • Be true to your word, if you say you will do something, do it. 	<ul style="list-style-type: none"> • Have high expectations of yourself and others, seek out best practice. 	<ul style="list-style-type: none"> • Ensuring absolute clarity in terms of expectation and ‘the ask’. • Allocating resources effectively to support KPI delivery. • Be willing and able to have challenging conversations.

In addition to candidates' ability to perform the duties of the post, the interview will explore issues relating to safeguarding and promoting the welfare of children including:

- Motivation to work with children and young people
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people
- Attitudes to the use of authority and maintaining discipline
- The post holder will be required to have an enhanced DBS check



If a disabled person meets the criteria indicated by the 'Two Ticks' symbol and provides evidence of this on their application form they will be guaranteed an interview.

HH 26.02.2021

Note This job description and person specification conforms to the Shaw Education Trust job evaluation standards and cannot be amended/updated without SET HR approval.