

SUPPORT STAFF

JOB DESCRIPTION

ROLE TITLE	Paraeducator / Teaching Assistant
CONTRACTED HOURS	27.5 hours per week / 39 weeks per year
LOCATION	Newmarket Academy (may be deployed across trust)
GRADE / SCALE POINT – SALARY	Grade 3 SP 4
REPORTING TO	Headteacher

INTRODUCTION

All Unity Schools Partnership schools embrace a strong set of values which ensure that pupils learn how to take their place in modern Britain. Every member of staff is required to uphold and promote the values of the Trust in every aspect of their work performance.

JOB PURPOSE

Support students by working with the specialist lead teacher and communication specialist to deliver high quality, personalised programmes of learning and personal development for learners with communication and interaction difficulties in order to facilitate their integration to the main body of the school

KEY TASKS & RESPONSIBILITIES

Polaris

1. To support the specialist lead teacher and communication specialist to develop the curriculum and culture of the hub.
2. To contribute to the monitoring and reporting upon the provision made for such children and young people within mainstream schools/settings, maintaining up to date records to track their progress;
3. To advocate for the learners and their families in line with their entitlement under the SEN Code of Practice and the Equality Act 2010;
4. To contribute to communication and interaction programmes, including social skills;
5. To support the transition of children and young people with significant communication and interaction needs between Polaris and the main body of the school;
6. To support the staff to adhere to the students' sensory/communication passports to facilitate integration;
7. To liaise with and advise colleagues, both teachers and teaching assistants on how best to meet the needs of students with communication and interaction difficulties;
8. Promote inclusion and equal opportunities;
9. To model compassion at all times;
10. Contribute to regular liaison with the parents / carers of pupils;
11. Keep up-to-date with knowledge of SEN. Be aware of professional development opportunities relating to special educational needs and to provide staff with details of these opportunities where relevant;
12. To support the personal development of each student;
13. To embrace the AMBIT approach to working with young people;
14. To nurture confidence and self-worth in the young people at Polaris.

General Responsibilities

1. Comply with and uphold the policies of the school;
2. Fully understand and comply with the school's policy on safeguarding. Remain alert to pupils' pastoral needs and provide support, in conjunction with school's SENCo and Learning Support Assistants (LSAs);
3. Proactively uphold the school's behaviour policy establishing class rules and setting out clear and fair sanctions in accordance with the school's systems; high standards of behaviour should be expected at all times;
4. Oversee and work closely with LSAs, setting out tasks appropriate to the assistant's role and ability; supervise the work of support staff, students and voluntary helpers as required;
5. Ensure that the learning spaces provide a welcoming and calming environment to pupils and adults. Classrooms will be well organised and serviceable. Work should be attractively displayed and be clearly and appropriately labelled;
6. Play an active role in the full life of the school.

Specific Responsibilities:

1. Carry out the inclusive and personalised curriculum which meets the needs of the children;
2. Carry out the personalised, phased integration plans for each learner;
3. Contribute to regular assessment, recording, monitoring and record keeping according to school policies, maintain appropriate records which monitor the progress of the students;
4. Develop home-school links with parents/guardians of students;
5. Complete regular assessment records for learners using the school's and the unit's systems.

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. Take active responsibility for personal continuous professional development;
2. Take ownership of individual performance management, keeping a continuing professional development portfolio;
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.

The list above is not exhaustive, and you may be required to undertake any other reasonable tasks and responsibilities which fall within the scope of the post as requested the Headteacher, the specialist lead teacher, a member of the Senior Leadership or Trust Executive Leadership Teams.



Unity Schools Partnership has developed a framework for supporting effective practice which will be used to support staff professional development and this job description is subject to change at the discretion of the trust.

PERSON SPECIFICATION

CRITERIA	ESSENTIAL	DESIRABLE
KNOWLEDGE		
Technical or Specialist	<ul style="list-style-type: none"> • Experience of working with pupils in a school setting • Knowledge and use of a range of equipment • Basic knowledge of first aid • Recognised competence in literacy and/or numeracy 	<ul style="list-style-type: none"> • 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 • NVQ2 or equivalent in related area
Literacy and Numeracy	<ul style="list-style-type: none"> • Ability to read and understand instructions • Ability to complete reports such as incident report form, behaviour diary, progress report etc 	<ul style="list-style-type: none"> • Competent and confident in use and interpretation of databases and spreadsheets.
Organisational		<ul style="list-style-type: none"> • Knowledge of school policies and procedures
Equipment / Materials	<ul style="list-style-type: none"> • High level, accurate keyboard skills. • Able to use / operate general office equipment e.g. printers, photocopiers, binder, computers 	
Research	<ul style="list-style-type: none"> • Assist teacher with information gathering and resources as appropriate 	
Problem Solving	<ul style="list-style-type: none"> • Ability to recognise and resolve or report problems 	
Creative Thinking	<ul style="list-style-type: none"> • When supervising / working with small groups of pupils the post holder must be able to adapt support given to pupils depending on age and/or ability • Assist teacher in creating a positive learning environment 	
Interpersonal and Communication	<ul style="list-style-type: none"> • Sensitivity to pupils' needs • Advising and guiding pupils on the best way to handle situations, under the teacher's direction 	

	<ul style="list-style-type: none"> • Encouraging pupils to participate in or complete tasks • Ability to conciliate between pupils in playground or classroom disputes • Providing basic advice to other Teaching Assistants • Ability to communicate clearly • Ability to encourage participation and give feedback to pupils • Ability to maintain appropriate level of confidentiality • Attending and contributing to review and other meetings, as appropriate • Administering reading and spelling tests, under the direction of the teacher • Assist with the induction of new Teaching Assistants 	
Keyboard		<ul style="list-style-type: none"> • Ability to use keyboard and mouse required if supporting pupils using IT equipment
Manual Skills	<ul style="list-style-type: none"> • Use of guillotine, craft knives, glue guns etc when displaying work or assisting pupils in practical lessons • Help pupils to use tools and equipment as required to support learning 	
Level of Autonomy	<ul style="list-style-type: none"> • Work is covered by set policies and procedures • Teaching Assistants at this level will have a greater level of autonomy than those at level 2, although their work will still be managed by the teacher or a more senior teaching assistant • Able to work with small groups of pupils when carrying out specific tasks or on field trips etc • Able to supervise larger numbers of pupils when during break/lunchtime • Able to make decisions on when to refer queries/problems to another member of staff 	