

TRUST IN LEARNING ACADEMIES BRISTOL
JOB DESCRIPTION



Place of work: Bridge Learning Campus

Job Title: Teaching Assistant – SEND and High Needs

Job Level/scale: BG8 – 37 hours; Term-Time Only (& INSET days)

Responsible to: SENDCO (Secondary)

Responsible for: N/A

Job Purpose: Under the instruction and guidance of the SENDCO and teaching/senior staff, provide consistent support for a group of SEND pupils, particularly those on the Dual Curriculum pathway.
To support these pupils to build independence in their learning and to help ensure their academic progress. This may include: assisting with planning, delivery and evaluation of learning activities; supporting in whole classes; leading interventions with individuals and small groups of students; supporting their social and emotional development.

Generic responsibilities:

- All members of staff at Bridge Learning Campus have a collective responsibility for securing the vision of the Campus and the benefits of all-through and inclusive education
- All members of staff have a responsibility for helping to develop and secure continued improvement for all parts/phases of the Campus
- To play a full part in the life of the Campus community, to support its distinctive vision & ethos and to encourage staff/students to follow this

Part 1: Key responsibilities

Responsibility for:	To include:
Quality of Education	<ul style="list-style-type: none">• Plan and lead one-to-one and small group interventions, under the direction of the SENDCO and/or subject teacher.• Provide effective in-class support as necessary to facilitate the transition of pupils from the Dual Curriculum into mainstream classes.• Supporting teaching staff and the development of resources and planning (where appropriate) to assist pupils' learning.

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	<ul style="list-style-type: none">• Maintain awareness of academic outcomes for the pupils and contribute to the generation and review of support plans to accelerate progress.• To monitor pupils' responses to learning activities and accurately maintain a record of student progress as directed.• Be able to provide detailed, accurate, objective and regular feedback to teachers on pupils' achievement & progress.• Provide formative feedback to students in relation to progress and achievement.• Take self-responsibility for ensuring knowledge of lesson content and expectations are both secure, prior to lessons.• Attend department meetings as necessary to maximise the effectiveness of support.• Working with teachers to prepare and maintain an effective learning environment, including preparing and presenting displays of students' work or subject specific displays.
Personal development, behaviour and attitudes	<ul style="list-style-type: none">• Proactively support pupils' emotional regulation (e.g. through Zones of Regulation) by modelling and acknowledging regulated behaviour and through targeted intervention work.• Support dysregulated pupils to regulate using consistent strategies in line with school policy.• Maintain an up-to-date knowledge of pupils' Education & Health Care Plans, contributing to Annual Reviews (through preparation and attendance).• Attending meetings with external agencies in order to promote improved outcomes for young people.• Be a welcoming presence for pupils on entry to the school site at the start of the school day.• Supervise pupils at the start and end of the school day to ensure risk assessments are fulfilled.• Set challenging and demanding expectations and promote self-esteem and independence.• Promote good student behaviour, dealing promptly with conflict and incidents in line with the BLC policy, encouraging pupils to take responsibility for their own behaviour.

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	<ul style="list-style-type: none">• Working with other professionals, such as speech therapists and occupational therapists, as necessary, in support of pupils.
Wider responsibilities	<ul style="list-style-type: none">• Contribute to the wider school curriculum through the provision of break/lunch/after school clubs.• Attend trips and visits, including regular support for groups working at the community garden.• Establish constructive relationships with parents/carers, helping them to support their children's learning and development.
Professional Development	<ul style="list-style-type: none">• Evaluate own subject knowledge and, where gaps are identified, seek to address and eliminate these gaps through participation in professional development opportunities.• Participate fully in the TiLA Professional Development Review process.

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A member of staff is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct whilst working at BLC:

1. Members of staff are expected to maintain high standards of ethics and behaviour, within and outside school, by:
 - a) Treating students/pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a member of staff' position having regard for the need to safeguard students'/pupils' well-being, in accordance with statutory provisions
 - b) Showing tolerance of and respect for the rights of others
 - c) Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
 - d) Ensuring that personal beliefs are not expressed in ways which exploit students/pupils' vulnerability or might lead them to break the law.
2. Members of staff must have proper and professional regard for the ethos, policies and practices of the campus in which they work, and maintain high standards in their own attendance and punctuality.

Additional Duties

Any other duty deemed reasonable, as directed by the Headteacher, Strategic Business Manager

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and/or Assistant School Business Manager.

Review of Performance

The Professional Development Review cycle will focus on the post holders' job as whole and particular responsibilities. There is recognition that however good we are at our jobs, we should embrace the notion of 'continuous improvement'.

Code of Conduct

The campus expects all staff to ensure that their standards of conduct are, at all times, compliant with the Bridge Learning Campus Code of Conduct.

Fluency Duty

This role has been identified as falling within the definition of requiring fluency in spoken English. You will be required to converse in spoken English with ease and provide accurate advice around complex situations without hesitation or difficulty for extended periods of time

Generic Responsibilities

- To follow all campus policies
- To work in a co-operative and polite manner with all stakeholders.
- To work with Students in a courteous, positive, caring and responsible manner at all times
- To follow the child protection procedures. To ensure that children's safety and wellbeing is never compromised
- To be polite, cooperative and positive when communicating to other staff
- To take an active and positive role in the campus's commitment to the development of staff, and their annual appraisal procedures
- To work with visitors to the campus in such a way that it enhances the reputation of BLC
- To seek to improve the quality of the campus's service
- To present oneself in a professional way that is consistent with the values and expectations to the campus.

This job description is current at the date shown, but, in consultation with you, may be changed by the Headteacher or SENDCO (Secondary) to reflect or anticipate changes in the job commensurate with the grade and job title. Whilst every effort has been made to explain the main responsibilities and duties of the post, each individual task undertaken may not be specified.

Date of Job Description:

Signed: (Teaching Assistant (Secondary) – SEND & High Needs)