



Sherwood Foundation School  
Sherwood Park Campus  
Sherwood Hill Campus  
Sherwood Manor Campus

# **Sherwood Foundation School**

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## **Job Description & Person Specification**

### **Job Title: Senior Teaching Assistant**

Sherwood Foundation School is a Foundation Special School located in the London Borough of Sutton and made up of three campuses:

**Sherwood Park Campus:** This is a specialist school for learners aged 3 - 19 years who have severe, multiple and complex learning difficulties and/or disabilities. This includes learners who have highly complex access needs resulting from their physical and/or health conditions. All learners require high levels of adult support to access learning.

**Sherwood Hill Campus:** This is a specialist school for autistic learners aged 3 - 19 years who have multiple and complex barriers to learning, requiring high levels of support to access education and learning around their peers. Many of our learners may also have severe learning difficulties and /or struggle to maintain a regulated state for learning.

**Sherwood Manor Campus:** This is a specialist school primarily for Autistic learners aged 11 - 19 years who have moderate to severe barriers to learning. Most of our pupils can access a highly adapted formal learning environment with high levels of adult support. Some of our learners struggle to deal with the demands of an adult led learning environment so may need a highly individualised learning offer to meet their academic potential.

All staff are expected to work across all campuses as required.

All of our children have an Education Health and Care Plan and often have a number of dedicated professionals working with them in order to support them to reach their potential - we are very proud of our trans-disciplinary approach and place great emphasis on supporting our pupils to feel safe, well and emotionally regulated in order that they can achieve their best.

Sherwood Foundation School is a warm and friendly school, with high aspirations for our fantastic pupils

## Job Description

**Post reporting to:** The Class Teacher

### Overall Purpose of the Post

- To work under the professional guidance of a teacher and within Sherwood Foundation School Cover Policy in delivering lessons set by or with teachers during their short-term absence.
- To be responsible for the management of the class including pupils, staff, resources and environment during this time.
- To be responsible for the management and development of a specialist area within school and work as part of a curriculum team.
- To provide the highest standard of support under the instruction/guidance of teaching/senior staff holistically with a range of secondary students aged 3- 19 years old who have either Profound and Multiple Learning Disabilities, Severe Learning Difficulties and/or Autistic Spectrum Disorder (ASD), complex needs and challenging behaviour.
- To ensure that the pupils' Personal Learning Programme (PLP's), Therapy Programmes and Wellbeing and Regulation profiles are adhered to, to ensure pupils meet their learning potential.
- To lead by example; engendering respect for all pupils, families, colleagues, other professionals and community partners.
- The Senior Teaching Assistant will be deployed within classes as directed by the Headteacher/Head of Campus.

### Main Duties & Responsibilities

- To work with ASD/PMLD/SLD students with additional needs aged 3 to 19 years old under the instruction/guidance of teaching/senior staff. Additional needs include severe learning difficulties, sensory and therapeutic needs and challenging behaviour.
- To promote and model safeguarding best practice for all students in School.
- To undertake work/care support programmes which enable access to learning, progress and attainment.
- To support students in their therapies and any additional health needs.
- To assist the teacher in the management of students and the maintenance of an enabling environment and individualised resources to support pupil learning.
- To observe, record and help teachers to assess progress of pupils and contribute to recording, PLP reviews, accreditation & Annual Reviews as required
- To be flexible to work with any age group at school and undertake any work identified by the Executive Headteacher/Head of School.

## **Responsibilities relating to Students**

- To fully understand the needs of learners with PMLD/SLD/ASD and keep abreast of current developments that may impact upon successful outcomes for them
- To work to the direction of the teacher and to support the set-up of individual schedules and work systems.
- To help the students work as independently as possible.
- To support and facilitate individual students to access the curriculum, e.g., use of visual formats.
- To supervise students throughout the course of the day to ensure their safety within a safe environment, taking responsibility to notify the teacher of unsafe resources or causes for concern.
- To be an active team member, assisting with the development and implementation of Personal Learning and Therapy Programmes, Wellbeing Plans and Personal Profiles.
- To promote the inclusion and acceptance of all students by establishing positive relationships and treating all according to their individual needs.
- To contribute to the protection of individuals from abuse.
- When necessary, to support students with personal hygiene and toileting needs.
- To support students with eating and drinking and where necessary feed pupils, following their eating and drinking passports, which may include PEG feeding.
- To support the welfare of our learners with medical needs by administering medication following appropriate training when necessary as specified within our Administration of Medication Policy.
- Ensure all Safeguarding policies and guidelines are followed.

## **Responsibilities relating to Teaching and Learning**

- To assist in creating and maintaining an enabling environment.
- To help in the preparation and organisation of classroom resources and strategies such as TEACCH and Visual supports.
- To feed back to the teacher information on observed difficulties in understanding or acquisition of skills.
- To monitor student responses to learning and record progress/achievement via our school systems.
- As a member of a class team, assist with the identification of 'next steps' in individual learning.
- To lead small group activities and work 1:1 as directed by the teacher.
- To work with pupils both at school and supporting their learning in the community which may involve, travel training, swimming and use of leisure centres, work experience, college and school links
- To respect confidentiality of information relating to students and their families in accordance with GDPR guidelines.

- To establish positive relationships with carers.
- To undertake training consistent with the development of related skills/knowledge, such as Studio III positive behaviour support.
- To practice and promote fair treatment within a positive ethos, promoting positive behaviour management and relationships.
- To be prepared to undertake such duties as may be required by the Headteacher

### **Support for the Curriculum**

- To learn and use forms of communication such as Makaton, visuals, objects of reference, core vocabulary boards, PODD and AACs (Augmentative Audio Communication systems) as appropriate for individual needs.
- To support the implementation of programmes such as EQUALS Moving on Accreditation or a topic-based curriculum, and TEACCH.
- To support the use of ICT in learning activities and develop student competence and independence in its use.
- To create additional classroom resources as necessary to support individual learning needs.
- To be responsible for an individual/s in a short visit to the local community without the presence of the teacher.
- To attend school trips and assist in the supervision of students.
- Take on the role of a class champion in a specific core area and develop knowledge and skills in this area and share with the class.
- To complete curriculum display boards; both within the classroom and throughout the wider school.

### **Support for teacher**

- In liaison with the teacher, organise and manage appropriate learning environments and resources.
- Feedback to the teacher information relating to class in his/her absence.
- Create and maintain a purposeful, engaging and supportive environment, in accordance with lesson plans and put up the display of pupils' work.
- Use strategies, in liaison with the teacher, to support pupils to achieve learning goals.
- Assist with the planning of teaching and learning activities.
- Monitor pupils' responses to learning activities and accurately record achievement/progress as directed. The Teaching assistant must understand the aims of the activity that they are undertaking with the pupil(s).
- Provide detailed and regular feedback to teachers on pupils' achievement, progress, problems that arise during the day etc. In order to facilitate this Teaching assistant working hours extend beyond pupil contact hours.
- Promote good pupil behaviour, dealing promptly with conflict and incidents

in line with established policy and encourage pupils to take responsibility for their own behaviour.

- Work with pupils who exhibit challenging behaviours that may need the implementation of a positive and protective handling technique i.e. physical intervention, for which training will be given. The school currently uses the Studio III approach.
- Establish constructive relationships with parents/carers.
- To have a good understanding of ICT; to be able to develop and create PowerPoint presentations, upload, resize and save photographs and videos, use our online systems such as My Concern, Sleuth and Evidence for Learning and capture evidence using a camera or iPad.
- The Senior Teaching Assistant is expected to ensure that they and the pupils are working in as safe an environment as possible

### **Support for the School**

- To fully participate in all systems of staff performance and appraisal, meeting targets that are set.
- To lead by example and be a good role model to other colleagues.
- Undertake CPD and keep an individual folder of personal progression in school
- To comply with all school policies and procedures.
- To contribute to the overall ethos/work/aims of the school and give support to extra-curricular activities such as Parents Evenings and Fund-Raising Events; attend and participate in relevant meetings during and at the end of the school day.
- To appreciate and support the role of other professionals and multi agencies and assist in the co-planning and implementation of programmes.
- To provide support to new staff and volunteers and maintain a professional manner.

**Vaccination against Hepatitis B and COVID is recommended by the school.**

### **SAFEGUARDING RECRUITMENT STATEMENT**

Sherwood Foundation School is committed to equal opportunities, safeguarding and promoting the welfare of children, young people, and vulnerable adults and expects all staff and volunteers to share this commitment. All appointments are made subject to receipt of a completed application, satisfactory references and an Enhanced DBS checks.

## Person Specification

The person specification shows the abilities and skills you will need to carry out the duties in the job description. Short listing is carried out on the basis of how well you meet the requirements of the person specification. **You should mention any experience you have had which shows how you could meet these requirements when you fill in your application form.** If you are selected for interview, you may be asked also to undertake practical tests to cover the skills and abilities shown below:

Criteria	Desirable / Essential
Right to work in the UK	E
Level 2 (GCSE A – C or grade 4 or above) in English and Maths.	D
Level 3 (NVQ) for Teaching Assistants or equivalent qualification or experience	D
Experience of working with children/young people.	E
Understanding of Special Educational Needs / Additional Learning Needs.	D
Ability to work with a range of pupils/students 3 -19 years old who have Autistic Spectrum Disorders (ASD) and severe learning difficulties/complex needs, which may include behaviour that challenges us.	E
Ability to empathise with pupils who have a learning difficulty and their specific learning and support needs.	E
An understanding of Positive Behaviour support and the ability to safely support pupils who may present behaviour that challenges us.	D
Experience of supporting students in a classroom environment, including those with special educational needs.	D
Ability to contribute to assessment, planning and the recording of pupil's/students work.	E
Ability to effectively lead and manage a class team and organise learning programmes and environment in the absence of the class teacher.	E
When necessary, to support students with personal hygiene and toileting needs.	E

To support the welfare of our learners with medical needs by administering medication following appropriate training, when necessary, as specified within our Administration of Medication Policy.	E
Ability to support students with eating and drinking and where necessary feed pupils and supervise, assist and implement feeding programmes (including PEG feeding) Guidance /training will be provided.	E
A general understanding of the EQUALS Pre-Formal, Informal and Semi-Formal Curricula and other relevant learning programmes/strategies.	D
Ability to learn, use and extend knowledge of the 'Makaton' signing system as well as other communication systems including PODD, Core Vocabulary Boards and AAC.	E
Ability to use ICT to a good standard, for example PowerPoint, Microsoft Office, uploading photos and videos.	E
Ability to monitor the students' response to the learning activities and, where appropriate, modify or adapt the activities as agreed with the teacher to achieve the intended learning outcomes.	E
Ability to physically support pupils including those in special seating and wheelchairs in moving around the school environment and willingness and ability to implement the positive and protective handling techniques as required within individual pupil behaviour management programmes. Guidance/ training will be provided.	E
A willingness to assist pupils/students within the swimming pool/Hydro Pool, horse riding and other activities both on and off the school site.	E
Commitment to maintaining confidentiality on all school matters and to deal with them sensitively and professionally.	E
Ability to work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these and a willingness to support teachers with a specific curriculum area.	E
Excellent communication skills, including with students, parents and carers, other staff and external agencies	E
Ability to comply with all school policies and procedures e.g., child protection, safeguarding, health, safety and security, manual handling and positioning, positive and protective handling, wellbeing	E

confidentiality, data protection, equal opportunities and staff code of conduct.	
A willingness to adhere to health and safety regulations including those relating to manual handling and positioning of pupils/students. Also, the ability to ensure that the environment is safe to work in.	E
A willingness to work flexibly, attend in-service training and school meetings as required both within the school day and after the pupils have left.	E
Ability to contribute to extracurricular activities outside of regular school hours.	D
Demonstrable commitment to equal opportunities.	E
Committed to continuing personal and further specialist professional development and training.	E