



JOB DESCRIPTION

Post Title: Support Assistant L2

Disc Level: Enhanced

Managed by: Headteacher

Responsible to: SENCO (NZT), Headteacher, Governors

All employees must have proper and professional regard for the ethos, policies and practices of the school, and maintain high standards in their own attendance and punctuality.

All employees must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

The duties outlined within this job description may be modified by the Headteacher in consultation with the post holder to reflect or anticipate changes in the job, commensurate with the salary and job title. The post-holder will be assessed against the relevant standards above.

This post is subject to the schools Performance Management Policy, Quality Assurance Policy and Health & Safety Policy along with all other school policies outlined in the School's Handbook.

General.

All employees must make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. They must act with honesty and integrity, be self-critical; forge positive professional relationships; and work with parents and teachers in the best interests of pupils.

PERSONAL AND PROFESSIONAL CONDUCT

All staff are 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.

1. Maintain high standards of ethics and behaviour, within and outside school, by:

- Treating others with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to your professional position.
- having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions.
- showing tolerance of and respect for the rights of others
- 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.
- ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.

2. Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

3. Make accurate and productive use of SIMS

- know and understand how to access relevant information for the post in which you operate.

4. Assist in managing behaviour effectively to ensure a good and safe learning environment

- Operate within the rules and routines for behaviour in the school, and take responsibility for promoting good and courteous behaviour both in and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

5. Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
 - develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
 - Manage use of time effectively
 - communicate effectively with parents with regard to pupils' achievements and well-being.
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Support staff leaders will also;

- Contributing significantly, where appropriate, to implementing workplace policies and practice and to promoting collective responsibility for their implementation.
- Having an extensive knowledge and understanding of how to use and adapt a range of strategies, including providing opportunities for all staff to achieve their potential.
- Having an extensive knowledge and well-informed understanding of the areas for which they have responsibility.
- Having up-to-date knowledge and understanding of wider impact of their work.
- Having sufficient depth of knowledge and experience to be able to give advice on the development and well-being of staff.
- Be flexible, creative and adept at solving problems within their areas of responsibility and developing the effectiveness of the team.
- Promoting collaboration and working effectively as a team member.
- Contributing to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback.

Responsible for:**Key Role/ Functions**

To work under the instruction/ guidance of teaching/senior staff to undertake work /care/support programmes, to enable access to learning for pupils, and to assist the teacher in the management of pupils and the classroom. Work may be carried out in the classroom or outside the main teaching area.

LEVEL 2
To work under the instruction/guidance of teaching/senior staff to undertake work/care/support programmes, to enable access to learning for students and to assist the teacher in the management of pupils and the classroom. Work may be carried out in the classroom or outside the main teaching area. May be required to supervise groups of students undertaking activities in non-teaching situations.
SUPPORT FOR STUDENTS
<ul style="list-style-type: none">• Supervise and provide particular support for students, including those with special needs, ensuring their safety and access to learning activities.• Assist with the development and implementation of Individual Education/Behaviour Plans and Personal Care programmes.• Establish constructive relationships with pupils and interact with them according to individual needs.• Promote the inclusion and acceptance of all students.• Encourage students to interact with others and engage in activities led by the teacher.• Set challenging and demanding expectations and promote self-esteem and independence.• Provide feedback to students in relation to progress and achievement under guidance of the teacher.• Provide mentoring programmes for identified students across the key stages.

SUPPORT FOR TEACHERS
<ul style="list-style-type: none"> • Create and maintain a purposeful, orderly and supportive environment, in accordance with lesson plans and assist with the display of students' work. • Use strategies, in liaison with the teacher, to support students to achieve learning goals. • Assist with the planning of learning activities. • Monitor students' responses to learning activities and accurately record achievement/progress as directed. • Provide detailed and regular feedback to teachers on student's achievement, progress, problems etc. • Promote good student behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour. • Establish constructive relationships with parents/carers. • Administer routine tests and invigilate exams.
SUPPORT FOR THE CURRICULUM
<ul style="list-style-type: none"> • Undertake structured and agreed learning activities/teaching programmes, adjusting activities according to student responses. • Undertake programmes linked to local and national learning strategies e.g. literacy, numeracy, KS3, early years and recording achievement and progress and feeding back to the teacher. • Support the use of ICT in learning activities and develop students' competence and independence in its use.
SUPPORT FOR THE SCHOOL
<ul style="list-style-type: none"> • 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. • Be aware of, support difference, and ensure all students have equal access to opportunities to learn and develop. • Contribute to the overall ethos/work/aims of the school. • Appreciate and support the role of other professionals. • Attend and participate in relevant meetings as required. • Participate in training and other learning activities and performance development as required. • Assist with the supervision of students in non-teaching times, including before and after school and at lunchtime. • Accompany teaching staff and students on visits, trips and out of school activities as required and take responsibility for a group under the supervision of the teacher.

GENERAL

The Teaching Assistant may be called upon to perform other duties that the Headteacher considers reasonable, that are commensurate with the grading and designation of the post

Signed by employee:_____

Print Name:_____

Signed on behalf of school:_____

Print Name:_____