STAR ACADEMIES

Nurturing Today's Young People, Inspiring Tomorrow's Leaders

TEACHING AND LEARNING ASSISTANT (LEVEL 2)
SEND AND WELFARE SUPPORT

JOB DESCRIPTION

JOB PURPOSE:

To contribute to the development of a strong, effective school with an emphasis on promoting a culture of educational excellence, within a caring and secure environment enriched with the values of discipline, mutual care and respect which extends beyond the school into the wider community.

JOB SUMMARY:

1. Provide outstanding support to enable pupils with additional needs including those with SEN to play a full and active part in the life of the school and to make outstanding progress in their learning.
2. Provide a supportive service to all pupils and their families in school whose difficulties are providing significant barriers to learning.
3. Support pupils in their educational and social development, including during lunchtimes and other unstructured periods, promoting their safety, wellbeing, inclusion and independence.
4. Liaise with school staff, education welfare officers, and other agencies to identify pupils at risk of disaffection and with those agencies identify extra help to overcome barriers to learning.
5. Motivate and encourage pupils.

JOB RESPONSIBILITIES AND ACCOUNTABILITIES

1. Support for Pupils

1.1 Provide support for pupils with complex or additional needs, including those with SEND and EHCPs, whilst employing teaching strategies to encourage pupils to work with increasing independence within a group and class.

1.2 Adapt or modify materials and resources to ensure full access to a broad and balanced curriculum.

1.3 Support pupil access to the curriculum by differentiating learning activities where appropriate.

1.4 Develop a positive relationship with the pupil to support progress and attainment and promote self-esteem and independence.

1.5 Support the pupil as part of a planned inclusion programme and provide intervention strategies and programmes as requested.

1.6 Provide feedback to the pupil on their progress, achievement and attainment.

1.7 Support the use of ICT in learning activities.

1.8 Deliver intervention and support strategies for specific pupils as directed by the teacher.

1.9 Support pupils, including those with SEND, during lunchtimes in the dining hall and playground, providing assistance with personal, social and care needs while promoting their safety, wellbeing, inclusion, independence and positive behaviour.

2. Support for the Teacher

2.1 Provide advice and support to teachers and other support staff as to the most effective methods of support for pupils with learning needs.

2.2 Work with the teacher in lesson planning, One-Page Profiles (OPPs), Education, Health and Care Plans (EHCPs) targets, evaluating, and adjusting lessons / work plans as appropriate for pupils with SEND.

2.3 Liaise with external services as requested to receive and disseminate advice given to effectively support pupils across curriculum areas.

2.4 Liaise sensitively and effectively with parents and carers; and in languages other than English when necessary; and participate in feedback meetings with parents under the teacher's supervision.

2.5 Assist the class teacher in the development, monitoring and review of the pupil's One-Page Profiles and support plans.

2.6 Attend specific training as and when required or requested by the SENDCO.

2.7 Assist in pupil supervision and management of pupil behaviour, in line with school procedures.

2.8 Be responsible for keeping and updating records as agreed with the teacher, contributing to the reviews of records and systems as requested.

2.9 Support the teacher by contributing to the delivery of local and national learning strategies and recording achievement, progress and providing feedback to the teacher.

2.10 Report on pupil achievement, progress and issues in a suitable format.

2.11 Administer and contribute to assessments as required.

2.12 Monitor and evaluate pupils' responses to learning activities through observation and planned recording of achievement against pre – determined learning objectives.

2.13 Provide the teacher with objective and accurate feedback and reports as required, on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence.

2.14 Prepare the classroom as directed for lessons and clear afterwards. Assist with the display of pupil's work.

2.15 Ensure the timely and accurate design, preparation, and use of specialist equipment / resources / materials.

2.16 Manage the compilation of records, information and data.

2.17 Administer and assess routine assessments and accurately record achievement / progress.

2.18 Promote positive values, attitudes and good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour.

2.19 Assist the teacher in other everyday classroom duties as and when required to do so.

3. Support for the Curriculum

3.1 Support pupils in accordance with their individual education plan.

3.2 Support pupils in understanding instructions.

3.3 Implement structured and agreed learning activities and teaching programmes, adjusting activities according to pupil responses.

3.4 Implement local and national learning strategies e.g. literacy, numeracy, early years etc. as directed by the teacher.

3.5 Support pupils in using IT and develop pupils' competence and independence in its use.

3.6 Determine the need for, prepare and use specialist equipment / resources as directed by the teacher, and assist pupils in their use.

3.7 Actively seek information regarding, and utilise, the range of activities, courses, organisations, and individuals to provide support for pupils to broaden and enrich their learning.

4. Support for the School

4.1 Comply with and assist with the development of policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.

4.2 Be aware of and support difference and ensure that pupils have equal access to opportunities to learn and develop.

4.3 Contribute to the overall ethos / work / aims of the school.

4.4 Establish constructive relationships and communicate with other agencies / professionals, in liaison with the teacher, to support the achievement and progress of the pupils.

4.5 Attend and participate in relevant meetings as required.

4.6 Participate in training and other learning activities and performance development as required.

4.7 Recognise own strengths and areas of expertise and use these to advise and support others.

4.8 Participate the provision of out of enrichment activities, within guidelines established by the school.

4.9 Assist with the supervision of pupils out of lesson times, including before and after school and at lunchtimes.

4.10 Accompany teaching staff and pupils, as appropriate, on visits, trips and out of school activities, and take responsibility for a group under the supervision of a teacher.

5. Relationships with Others

5.1 Participate in training sessions.

5.2 Maintain good working relationships with colleagues, pupils, parents/carers, governors, the community and all stakeholders and ensure all communication is consistent with the school's ethos.

6. Other Responsibilities

6.1 Make best use of all resources to support the attainment of pupils.

6.2 Ensure that parents/carers are well informed about the curriculum, attainment and progress and about the contribution they can make in supporting their child's learning and that pupils are involved in this process.

6.3 Carry out any such duties as may be reasonably required by the Principal.

6.4 Promote the Trust's vision of 'nurturing today's young people, inspiring tomorrow's leaders'.

6.5 Champion the Trust's values of 'Service', 'Teamwork', 'Ambition' and 'Respect'.

6.6 Contribute to the wider life of the Trust and the Star community.

6.7 Carry out any such duties as may be reasonably required by the Trust.

7. Records Management

7.1 All staff who create, receive, and use records in the course of their job are responsible for ensuring that records are managed appropriately. It is therefore likely that this post-holder will have responsibility for record-keeping as part of the role. Employees are required to be conversant with the Trust's policies and procedures on records management.

This appointment is with Star Academies. The job description forms part of the contract of employment of the person appointed to this post. It reflects the position at the present time only and may be reviewed in negotiation with the employee in the future. The appointment is subject to the terms and conditions outlined in the 'Star Academies Contract'.

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PERSON SPECIFICATION

No	CATEGORIES	Essential/ Desirable	Assessed by: App Form	Assessed by: Interview /Task
QUALIFICATIONS				
1.	NVQ Level 2 Teaching Assistant or equivalent.	**E**	✓	
2.	5 GCSEs including English and Maths at grade 9-4/A*- C.	**E**	✓	
3.	Good Higher Education or Further Education qualifications.	**D**	✓	
4.	First Aid qualifications.	**D**	✓	
5.	Evidence of continuous professional development.	**E**	✓	
EXPERIENCE				
6.	Experience of working with children with SEND.	**E**	✓	✓
7.	Practical experience of working with children within an educational setting (voluntary or paid).	**E**	✓	✓
8.	Experience contributing to the development, monitoring and review of Individual Education Plans.	**E**	✓	✓
9.	Experience supporting pupils who have specific difficulties.	**D**	✓	✓
10.	Experience working with pupils who have physical disabilities.	**D**	✓	✓
11.	Experience supporting pupils during lunchtimes, including in the dining hall and playground.	**D**	✓	
12.	Experience communicating with parents within a school setting.	**D**	✓	
ABILITIES, SKILLS AND KNOWLEDGE				
13.	Ability to work one-to-one, in small groups and with whole classes.	**E**	✓	✓
14.	Ability to contribute effectively to teachers' planning and preparation of lessons.	**E**	✓	✓

			Assessed by:	
No	**CATEGORIES**	**Essential/ Desirable**	**App Form**	**Interview /Task**
15.	Ability to plan own role in lessons including how feedback will be provided to pupils and colleagues on pupils' learning and behaviour.	**E**	✓	✓
16.	Ability to contribute effectively to the selection and preparation of teaching resources that meet the diversity of pupils' needs and interests.	**E**	✓	✓
17.	Ability to support teachers in evaluating pupils' progress through a range of assessment activities.	**E**	✓	✓
18.	Ability to monitor pupils' responses to learning and modify approach accordingly.	**E**	✓	✓
19.	Knowledge of strategies to support pupils with additional needs but particularly ASD/communication difficulties.	**E**	✓	✓
20.	Ability to support pupils' personal, social, behavioural and care needs during structured and unstructured parts of the school day.	**E**	✓	
21.	Good ICT skills for word-processing and use of learning software, including online resources.	**E**	✓	✓
22.	Knowledge of the National Curriculum.	**E**	✓	✓
PERSONAL QUALITIES				
23.	A strong commitment to the personal, spiritual, social and health development of young people.	**E**	✓	✓
24.	A passionate belief in the school's mission statement.	**E**	✓	✓
25.	A strong belief in the value of education in developing citizens.	**E**	✓	✓
26.	Highly organised.	**E**	✓	✓
27.	Personal resilience, persistence and perseverance.	**E**	✓	✓
28.	Commitment to undertaking training where required.	**E**	✓	✓
29.	Highest levels of professional and personal integrity.	**E**	✓	✓
30.	Ability to demonstrate commitment to Equal Opportunities.	**E**	✓	✓
31.	A passionate belief in the Trust's vision of 'nurturing today's young people, inspiring tomorrow's leaders'.	**E**	✓	✓

			Assessed by:	
No	**CATEGORIES**	**Essential/ Desirable**	**App Form**	**Interview /Task**
32.	A strong commitment to the Trust value of 'Service'.	**E**	✓	✓
33.	A strong commitment to the Trust value of 'Teamwork'.	**E**	✓	✓
34.	A strong commitment to the Trust value of 'Ambition'.	**E**	✓	✓
35.	A strong commitment to the Trust value of 'Respect'.	**E**	✓	✓
36.	Commitment to support Star Academies' agenda for safeguarding and equality and diversity.	**E**	✓	✓
37.	Sympathetic to and supportive of the Mixed Multi-Academy Trust Model and ethos of the Establishment.	**E**	✓	✓