



# THE BISHOP FRASER TRUST

A CHURCH OF ENGLAND MULTI ACADEMY TRUST

## JOB DESCRIPTION

<b>Job Title:</b>	Level 2 Teaching & Learning Support Assistant with SEN	<b>Department/Group:</b>	Secondary phase SEND / Support Staff
<b>Level/Salary Range:</b>	Grade D SCP 6 - 11 + SEN Allowance	<b>Reporting to:</b>	Assistant SENDCOs
<b>Contract term:</b>	Term time + 1 day	<b>Hours per week:</b>	30.25

### Vision Statement

*"To allow all children to experience 'life in all its fullness', no matter what their starting point" by:*

- Offering a high quality, inclusive and distinctive education
- A caring and nurturing environment based on our Christian values
- Recognising the unique nature of each child.

### Main Objectives of Role:

- To work with and supervise individuals and groups of students under the direction/instruction of teaching and/or senior staff, inclusive of specific individual learning needs, supporting target setting for students and enabling access to learning for all students
- Assisting in managing students' sometimes significant and challenging behaviour through the use of a range of strategies and techniques

### Job Description:

#### General Responsibilities

To contribute to the development of a strong, effective Academy with an emphasis on aspiration and attainment, delivered through strong classroom practice and a fiercely held and demonstrated belief in the role of the academy in developing citizens for the future. All staff will demonstrate those philosophies which characterise effective schools – a commitment to education, to the needs and rights of all students and to the development of the academy's community, with strong, mutually supportive relationships with parents, partner schools and the broader community. The Academy's ethos will be that of achievement, aspiration, commitment, good citizenship and enjoyment.

#### Principal responsibilities

- To provide support for students (either individually or in groups) for teachers, the curriculum and the Academy. To be accountable for the progress in Learning and Behaviour of the students with whom you work.

#### Support for the student:

- Establish productive working relationships with students, acting as a role model, promoting good relationships between students, setting high expectations
- Be aware of and respond appropriately to individual student learning and behaviour needs ensuring effective interaction
- Provide specific support to students dependent upon their individual learning and behaviour needs ensuring their safety whilst supporting access to learning activities
- Promote positive behaviour and find appropriate strategies that engage students in their learning
- Promote inclusion and acceptance of all students
- Encourage students to interact with others and engage in activities led by the teacher
- Promote self-esteem and independence
- Provide feedback to students in relation to progress and achievement in learning and behaviour under guidance and direction of the teacher
- Act as a reader or scribe for designated students in examinations (training will be given)
- If required, be willing to support with intimate care needs of a very small minority of students (training will be provided)

#### Support for the teacher

- Assist and advise on display of students' work
- Provide minimal clerical/administration support (e.g., photocopying, typing, filing, collecting money etc)
- Create and maintain a purposeful, orderly and supportive environment, in accordance with lesson plans

- In liaison with the teacher, contribute to and utilise strategies to support students in achieving learning goals
- Report student achievements, progress and issues as appropriate in agreed format
- Undertake student record keeping as requested, including supporting the writing and monitoring of IEP and pen portrait targets
- Administer routine primary tests and invigilate exams as required.
- Promote good student behaviour, dealing promptly with conflict and incidents and encouraging students to take responsibility for their own behaviour in line with established Academy policy
- Establish constructive relationships with parents/carers

#### **Support for the curriculum**

- Undertake structured and agreed learning activities / programmes, taking in to account consideration student learning styles and behavioural support needs
- Undertake literacy/numeracy programmes, recording achievements and progress and providing appropriate reports and feedback for the teacher / senior staff
- Support the use of ICT in learning activities and develop students' competence and independence in its use
- Prepare, maintain and use equipment/resources required to meet the lesson plans/relevant learning activity and assist students in their use

#### **Support for the Academy**

- Attend relevant meetings as required
- Participate in training and other learning activities as required
- Within paid working hours, assist with the supervision of students out of directed lesson time
- Accompany teaching staff and students on visits, trips and out of school activities as required

#### **Safer Recruitment Statement**

**The Bishop Fraser Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.**

#### **All staff employed by the Bishop Fraser Trust are expected to:**

- uphold and promote the Trust's vision
- uphold and promote the Christian ethos of all schools in the Trust
- support and contribute to the achievement of all students academically and pastorally
- support and contribute to the Trust's responsibility for safeguarding all students
- undertake professional training to enhance personal development and job performance;
- Comply with all Trust and individual school policies and procedures including safeguarding, child protection, health, safety and security, confidentiality and data protection
- maintain high professional standards of attendance, punctuality, appearance, conduct and positive relationships with all pupils, parents/carers, colleagues, governors, trustees and members; treating everyone with dignity and respect
- share best practice, expertise and skills with others
- Seek to be positive and build up the common good through their own individual contribution to the life of their school
- Offer ideas and suggestions for making things better
- Engage actively in the appraisal and performance review process
- Seek to develop a better work/life balance
- Appreciate that whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified in this job description
- Work within the Trust and individual school's Health & Safety Policies to ensure a safe working environment for all staff and pupils.
- Follow any reasonable request from the Headteacher or SLT to undertake work of a similar level that is not specified in this job description.
- Be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.
- Promote equality and celebrate diversity, seeking to reduce disadvantage, and to encourage aspirations and participation from people who might not otherwise join in.

This job description is current at the date shown, but following consultation with you, may be changed by the Headteacher or SLT to reflect or anticipate changes in the job which are commensurate with the salary and job title. It allocates duties and responsibilities but does not direct the amount of time to be spent on carrying them out. The above responsibilities are subject to the general duties and responsibilities contained in the statement of conditions of employment.

**Last Updated:**



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## PERSON SPECIFICATION

	Level 2 Teaching & Learning Support Assistant with SEN - CRITERIA	Essential / Desirable
<b>Work related circumstances – professional values and practices of The Bishop Fraser Trust</b>	High expectations of all students; respect for their social, cultural, linguistic, religious and ethnic background and a commitment to raising their educational achievements	E
	Ability to build and maintain successful relationships with students, treat them consistently, with respect and consideration and demonstrate concern for their development as learners	E
	Commitment to the Trust's Christian ethos and educational purpose, demonstrating and promoting the positive values, attitudes and behaviour they expect from the students with whom they work	E
	Ability to work collaboratively with colleagues and carry out role effectively, knowing when to seek help and advice	E
	Able to liaise sensitively and effectively with parents and carers recognising their role in student learning	E
	Able to improve their own practice through evaluations and discussion with colleagues.	E
	Flexible with an ability to be able to embrace and generate change	E
<b>Personal Qualities</b>	Self-motivated and personally resilient	E
	High levels of personal integrity, discretion, honesty, reliability and self-awareness	E
	Conscientious and diligent work ethic	E
	High standard of personal presentation with an excellent attendance and time-keeping record	E
	Exacting standards, with high levels of attention to detail and accuracy	E
	Patience, kindness and understanding	E
<b>Professional Dispositions</b>	Pro-active in using initiative	E
	The ability to meet and greet visitors, staff and students warmly, confidently and professionally, focussed on meeting customer needs and satisfaction	E
	Maintains a positive outlook at work	E
	Willingness to take a hands-on approach as necessary	E
	Flexibility, on occasions and within reason, in approach to working hours	E
<b>Role Specific Professional Dispositions</b>	Evidence that the candidate perceives that the role of the L2 TSLA is to provide effectively for <b>all</b> of their learners identified individual needs and providing appropriate support to maximise student progress	E
	Interest in keeping up to date with latest learning support strategies	E
	Evidence of learning beyond the workplace	D
<b>Qualifications</b>	A*-C GCSEs (or equivalent) including English & Maths	E
	A level standard of education or equivalent	D
	NVQ II or equivalent in teaching assistance (or willingness to work towards)	E
	Training in special educational needs strategies	D
	First Aid at Work or willingness to obtain	D
<b>Experience Skills and Knowledge</b>	Minimum 2 years' experience of working with and/or caring for children within specified age range	D
	Minimum 2 years' experience of working with children within specified age range in an educational setting	D
	Experience of working with children with special educational needs & disabilities	D
	Experience of working with children with challenging behaviour and implementing effective behaviour management strategies	D
	Ability to identify, select and employ suitable behaviour management strategies and techniques to meet the needs of individual children	E
	Ability to plan, organise and prioritise effectively	E
	Good personal numeracy and literacy skills	E
	Ability to use technology and appropriate software to enhance learning	E

	<b>Level 2 Teaching &amp; Learning Support Assistant with SEN - CRITERIA</b>	<b>Essential / Desirable</b>
	Ability to use management information systems to record safeguarding and behaviour concerns (e.g., CPOMS)	D
	Ability to work effectively within a team environment, understanding classroom roles and responsibilities	E
	Confident communicator	E
	General understanding of the national curriculum and other basic learning programmes/techniques	E
	Understanding of principles of child development, learning styles and independent learning	D
	Working knowledge of relevant policies/codes of practice/legislation	D
	Understanding of safeguarding responsibilities in an educational setting	E
	General awareness of inclusion, especially within a school setting	E
	Experience of resources preparation to support learning programmes	D
<b>Safeguarding of Children and Young People</b>	Ability to form and maintain appropriate relationships and personal boundaries with children and young people	E