

**Job Description for Teaching and Learning Assistant (TA3)**

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| Job Title: | Teaching and Learning Assistant (TA3) – Attendance Lead |
| Contract Information: | Term Time Only, which includes 3 training days  Permanent contract  37 hours per week (30 minute unpaid lunch daily)  Mon 08.00 - 16.00  Tue 08.00 - 16.00  Wed 08.00 - 16.00  Thur 08.00 - 16.00  Fri 08.00 - 15.30 |
| Responsible to: | SENDCO |
| Responsible for: | N/A |
| Terms & Conditions: | NJC, Support Staff Terms and Conditions |
| Salary Range: | NJC Grade 4 Scale Point 7 to 11  Scale point dependant on experience |
| Other: | 1 months’ notice period. |

**Background & Vision:**

Our mission is to motivate and prepare our students for a rapidly changing world, by instilling in them the knowledge and skills needed to be successful in life, and to uphold our core values of Aspiration, Integrity and Respect.

Newhouse Academy is part of the Hollingworth Learning Trust family.

**Values:**

Our values are at the heart of what we do. These are:

**Aspiration** – Being ambitious and doing your best.

**Integrity** – Being honest and doing what is right.

**Respect** – Being considerate and thinking of others.

**Purpose of the Job:**

* To be proactive and work with classroom teachers to raise the learning and attainment of students
* To promote students’ independence, self-esteem and social inclusion
* To support students, individually or in groups, so that they can access the curriculum, take part in learning and develop academically.
* To promote the school ethos and culture through ’Our People’.

### ORGANISATIONAL CHART

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| Headteacher | |
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| SENDCO | |
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| Teaching Assistant – Level 3 | |

### CONTROL OF RESOURCES

### Personnel: n/a

### Financial: n/a

**Relationships (internal and external):**

Internal: 1. Teaching and support staff within the school

1. Stakeholders of the school
2. Voluntary helpers
3. Students

External: 1. Parents/Carers

2. Visitors to the School

**Health & Safety**

The post-holder is responsible for their own health, safety and welfare and that of others within their care, in accordance with the school’s policy and the Health and Safety at Work Act, 1974.

**Training and Development**

The post-holder will be responsible for assisting in the identification of and undertaking his or her own training and development requirements, in accordance with the school’s Performance Management framework.

**Equipment/Materials**

To be responsible for the safe use and maintenance of equipment/materials used. To adhere to rules and regulations relating to the use of ICT, email and internet/intranet access.

The operation of general office equipment, IT systems and the orderly storage of stationery/office supplies.

### KEY DUTIES AND RESPONSIBILITIES:

It is expected at Level 3 that the post holder will work under the direction of teaching staff and may be responsible for some learning activities within the overall teaching plan to enable access to learning which will be in addition to undertaking the core duties outlined in the Level 1 job description.

The timetable for the Level 3 Teaching Assistant will be a combination of in-class support and leading intervention sessions for attendance, during tutor and lesson time. Please continue to see the in-class support job description for those duties within your role.

**Level 3 Teaching Assistant**

## ● To liaise with the SEND and the appropriate Head of Year to help ensure appropriate provision is in place for SEND students. Post holders will help facilitate Person Centered Planning and lead intervention sessions to improve the attendance of students with SEND. They will support an allocated group of students. In addition, they will be the first point of contact for those students and will establish a relationship with home.

## ● To collaborate with the head ofyear and attendance lead to deliver intervention sessions, group work and 1:1.

## ● To support the deputy SENDCo undertake assessments and baseline testing as required to track students’ progress.

## ● To complete and analyse students voice to improve interventions.

## ● To be a point of contact between home and school.

## ● Support for the student

## ● Update and maintain Attendance Learning Plans for allocated students

## ● Act as Key Worker for allocated students

## ● Under the guidance of the SENDCo, deliver appropriate intervention sessions. This includes using the resources available to prepare and deliver sessions for small groups/classes.

## ● Set meaningful targets for each student to be reviewed during meeting times.

## ● Provide first point of contact for parents/carers.

## ● Identify and plan interventions, liaising with SEND support workers to improve individual attendance including the EBSA programme and Art Therapy

## ● To track students’ progress using relevant testing and assessments

## ● To liaise with staff to support students with problems before escalation.

## ● Complete necessary paperwork for external professionals e.g. EBNA Panel referrals

## ● Attend annual review meetings.

## ● To log contact with parents and professionals on CPOMS.

## ● To support the Level 4 team and SENDCo with transition plans and associated meetings

## Support for SENDCO

## ● Review Learning Plan once per term and share with the Deputy SENDCo for quality check prior to uploading to Provision Maps

## ● To advise and give recommendations to the SENDCO on any changes to students priority status.

## ● To ensure the SENDCO, attendance lead and head of year are kept up to date with the effectiveness of interventions via half termly meetings.

## ● To complete students voice surveys to improve current interventions

## ● Undertake necessary CPD to be able to effectively deliver interventions.

## ● Undertake necessary part time timetable meetings and ensure the relevant paperwork is maintained and up to date

## Support for Head of Year

## ● Liaise with the Head of Year with regard to behavioral issues which need to be addressed.

## ● Help reduce persistent absence of SEND students

## ● 1:1 targeted interventions on return from exclusion and significant absence.

## ● Support for the School

## ● Be aware of and comply with all school’s policies and in particular the procedures relating to child protection, health, safety and security, confidentiality and data protection. Report all concerns to an appropriate person (as named in the policy concerned).

## ● Contribute to the school ethos, aims and development/improvement plan.

## ● Appreciate and support the role of other professionals.

## ● Attend relevant meetings as required including parents evenings and annual reviews where applicable.

## ● Assist with administrative duties if required.

## ● Participate in training and other learning activities as required.

## ● Assist with the supervision of students out of directed lesson time, including before and after school if appropriate and within working hours.

## ● Accompany teaching staff and students on visits, trips and out of school activities as required.

## ● Assist with the organisation, routines and upkeep of the learning environment.

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## General Responsibilities:

## ● The post-holder must perform their duties in accordance with the school’s Equal Opportunities Policy; be aware of, support and ensure equal opportunities for all; and have due regard to the Public Sector Equality Duty.

## ● To comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.

## ●To contribute to the school ethos, values, aims and development/improvement plan.

## ●To attend meetings within the Trust, at its Academies and external events as required.

## ●To participate in training and other learning activities and performance development as required.

## ●To maintain confidentiality always in respect of school-related matters and to prevent disclosure of confidential and sensitive information.

## ● Work with and process personal and sensitive information in accordance with Data Protection Act 2018 including the General Data Protection Regulations (GDPR) 2018.

## ●To understand and comply with the statutory guidance regarding safeguarding of children, ensuring the safeguarding and promotion of children’s welfare at all times, reporting any concerns to the Designated Safeguarding Officer immediately.

## ●To carry out their duties with due regard to current and future school/Trust policies, procedures and relevant legislation. These will be drawn to the post-holder’s attention during the recruitment process, induction, staff code of conduct, ongoing performance development and through Trust communications.

Newhouse Academy expects employees to work flexibly within the framework of the duties and responsibilities above. This means that the post-holder may be expected to carry out work that is not specified in the job description but which is commensurate with the grade of the role within the remit of the duties and responsibilities.

**This job description will be reviewed to reflect the plans, growth and development of the academy.**

**Information for all applicants / post holders:**

Newhouse Academy is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and volunteers to share this commitment.

The successful candidate will meet the person specification criteria and consent to an enhanced DBS disclosure.

We particularly welcome applicants from under-represented groups, including those based on ethnicity, gender, transgender, age, disability, sexual orientation or religion.

We follow a strict pre-employment process in line with Safer Recruitment / Keeping Children Safe in Education Guidelines. All appointments are subject to satisfactory pre-employment checks.

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| Signed | *Post holder* | Date |
| Signed | *Line Manager* | Date |

