

**SUPPORT STAFF**  
**JOB DESCRIPTION**

<b>ROLE TITLE</b>	Teaching Assistant and 1:1 Personal Assistant
<b>CONTRACTED HOURS</b>	27.5 hours per week / 39 weeks per year
<b>LOCATION</b>	Castle Manor Academy, flexible across the Trust
<b>GRADE / SCALE POINT – SALARY</b>	Grade 3 (above the bar)
<b>REPORTING TO</b>	SENDCO

**INTRODUCTION**

All Unity Schools Partnership schools embrace a strong set of values which ensure that pupils learn how to take their place in modern Britain. Every member of staff is required to uphold and promote the values of the Trust in every aspect of their work performance.

**JOB PURPOSE**

To support students to raise their level of educational attainment and ensure that they make progress. To support students to learn as effectively as possible both in a small group setting and within the wider school as appropriate. To work with the SENDCO to develop and deliver high quality personalized programmes of support for learners.

**KEY TASKS & RESPONSIBILITIES**

**Support for Students:**

Under the teacher's or SENDCO's direction:

1. Use a wide range of opportunities to develop students' language, literacy, numeracy and related skills;
2. Use specialism / expertise to support specific students as directed by subject teacher or SENDCO;
3. Work with students, either one-to-one or in small groups, all of whom have identified Special Educational Needs and an EHCP;
4. Provide feedback in written and verbal form, as appropriate, maintaining basic records;
5. Clarify and explain instructions;
6. Motivate and encourage students to access learning and social tasks;
7. Help students to concentrate on and finish work set, whilst encouraging independence;
8. To assist with students who have a range of physical disabilities with learning, movement and personal care including toileting.
9. Develop methods of promoting / reinforcing students' self-esteem;

10. Support students with aspects of behaviour, making appropriate and flexible use of the learning space and environment;
11. As needed, look after sick/upset students;
12. Support learning and development by accompanying and working with students outside the classroom on trips, visits and other activities under the direction of the Lead teachers.

### **Support for Teachers**

1. Liaise with the subject teachers, to ensure clear understanding of tasks and responsibilities and how these will be operated in practice to promote the best outcomes for students;
2. Maintain a purposeful, orderly and supportive environment for learning;
3. Assist the subject teacher in supporting students, enabling access to the curriculum;
4. Assist the subject teacher in preparation of resources and displays;
5. Support and assist the subject teachers in maintaining good order and discipline in the classroom and around the school, by actively engaging with students to positively promote and enforce the school's Expectations for Learning policy;
6. Observe student learning and support this learning in the light of observations;
7. Monitor students' performance, providing regular feedback to the teacher;
8. Act on the teacher's assessments to carry out further support work with student;
9. Maintain records of student needs and progress and provide records for student reviews;
10. Assist teaching staff to ensure that aims and objectives of the school are achieved.
11. Supervise students around the school site and premises as required as part of the school's agreed duty rota.

### **Team Working and Personal Professional Development**

1. Attend and participate in team meetings (after school as required)
2. Keep up-to-date with school policies and procedures;
3. Liaise, advise and consult with other members of the staff team, supporting students when asked to do so;
4. Attend relevant in-service training;
5. Undertake tasks to support the curriculum and assist with events organised as part of the curriculum;

6. Attend and contribute to SEND and appropriate review meetings, if required by the SENDCO, disseminate information to other Teaching Assistants;
7. Support implementation of Government initiatives under the direction of line manager.

#### **Health, Safety and Wellbeing**

1. Follow Health and Safety procedures at all times, particularly with regard to student safety and that of staff colleagues;
2. Be aware of and maintain full understanding of procedures to follow in the event of an emergency;
3. Keep up-to-date with and follow, Safeguarding / Child Protection procedures.

#### **SAFEGUARDING**

Unity Schools Partnership is committed to safeguarding and promoting the welfare of children and young persons at all times.

The post holder, under the guidance of the Headteacher, will be responsible for promoting and safeguarding the welfare of all children with whom he/she comes into contact, in accordance with the Trust's and the school's safeguarding policies. The post holder is required to obtain a satisfactory Enhanced Disclosure from the Disclosure and Barring Service (DBS).

#### **GENERAL**

1. Actively contribute to and promote the overall ethos and values of the School and the wider Trust.
2. Participate in training and other learning activities and performance development as required.
3. Maintain consistent high standards of professional conduct, tact and diplomacy at all times in dealings with pupils, parents, staff colleagues, external agencies and any other visitors to the school or wider Trust.
4. Maintain absolute confidentiality and exercise discretion with regard to staff / pupil information and the Trust's business at all times.
5. Act as an ambassador for the School and the wider Trust within the local community and beyond, ensuring that the ethos and values of the Trust are promoted and upheld at all times.
6. Undertake any other reasonable tasks and responsibilities as requested by the Headteacher or any other member of the Senior Leadership or Trust Executive Leadership Teams which fall within the scope of the post.

### PERSON SPECIFICATION

CRITERIA	ESSENTIAL	DESIRABLE
<b>Technical or Specialist</b>	<ul style="list-style-type: none"> <li>• Experience of working with students with SEND</li> <li>• Knowledge and use of a range of classroom equipment</li> <li>• Recognised competence in literacy and/or numeracy (GCSE equivalent)</li> </ul>	<ul style="list-style-type: none"> <li>• Broad awareness and understanding of medical conditions such as asthma, epilepsy etc</li> <li>• Awareness of health and safety procedures</li> <li>• Experience of one to one support, where appropriate</li> <li>• Experience of appropriate professional development</li> <li>• Experience with students with Cognition and Learning needs</li> </ul>
<b>Literacy and Numeracy</b>	<ul style="list-style-type: none"> <li>• Ability to read, understand and clarify instructions</li> <li>• Ability to clearly communicate feedback to staff and students verbally and in writing</li> <li>• Ability to accurately complete reports such as incident report forms, progress reports etc</li> </ul>	
<b>Organisational</b>	<ul style="list-style-type: none"> <li>• Knowledge of school policies and procedures</li> </ul>	<ul style="list-style-type: none"> <li>• Good knowledge and understanding of the school's structure</li> </ul>
<b>Research</b>	<ul style="list-style-type: none"> <li>• Assist teacher with information gathering and resources as appropriate</li> <li>• Willingness to participate in school/Trust level information sharing on supporting students with SEND</li> </ul>	<ul style="list-style-type: none"> <li>• Displays evidence of personal research into SEND and Cognition and Learning Needs</li> </ul>
<b>Problem Solving</b>	<ul style="list-style-type: none"> <li>• Ability to recognise and resolve or report problems</li> <li>• Ability to adapt support approaches flexibly to tailor to the individual student</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of leading interventions and/or small group support sessions</li> </ul>
<b>Creative Thinking</b>	<ul style="list-style-type: none"> <li>• Assist teacher in creating a positive learning environment</li> <li>• Produce support materials that support non-verbal communication and reinforce routines</li> </ul>	
<b>Interpersonal and Communication</b>	<ul style="list-style-type: none"> <li>• Ability to communicate clearly both verbally and in writing</li> <li>• Ability to encourage participation and give feedback to students Sensitivity to students' needs and personal situations</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of communicating with parents/carers and other support professionals</li> </ul>

	<ul style="list-style-type: none"> <li>• Advising and guiding students on the best way to handle situations, under the teacher's direction</li> <li>• Encouraging students to participate in or complete tasks</li> <li>• Providing basic advice and information to other Teaching Assistants</li> <li>• Ability to mediate between students in relationship / friendship disputes</li> <li>• Assist with the induction of new Teaching Assistants</li> </ul>	
<b>Keyboard</b>	<ul style="list-style-type: none"> <li>• Ability to use ICT to advance students' learning and ability to use ICT tools for own benefit</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of using online platforms for record keeping and data storage</li> </ul>
<b>Manual Skills</b>	<ul style="list-style-type: none"> <li>• Help students to use tools and equipment as required to support learning</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of supporting students/young people with physical disabilities</li> </ul>
<b>Level of Autonomy</b>	<ul style="list-style-type: none"> <li>• Work is covered by set policies and procedures</li> <li>• Able to work with small groups of students when carrying out specific tasks or on field trips etc</li> <li>• Able to supervise larger numbers of pupils when during break/lunchtime</li> <li>• Able to make decisions on when to refer queries/problems to teaching staff or line manager</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of working independently with a degree of responsibility in current/previous role</li> </ul>