

JOB DESCRIPTION: TEACHING ASSISTANT LEVEL 1

Reporting to: Head of SEND Team

Job Purpose: Working within a highly skilled team of teaching assistants providing support and intervention strategies to meet the needs of SEND students and those with other barriers to learning at Driffield School and Sixth Form. Work will be carried out mainly in the classroom under the guidance of the class teacher or Head of SEND.

Key Responsibilities

General:

- Works under the direction and guidance of a teacher
- Develop an understanding of the specific needs (educational, emotional, behavioural or physical) of the pupil to be supported taking into account the type of support involved
- Provide support for individual students or groups of students inside or outside the classroom to enable them to fully participate in activities.
- Liaise with the class teacher and Head of SEND in relation to the use of support plans for students
- Assist students getting changed for PE or swimming.
- To provide feedback about the pupils to the class teacher.
- To contribute to the review of students' progress either verbally or in writing or through attendance at review meetings.
- To assist in the maintenance and development of the departmental resources.
- To attend staff meetings and teacher training days as appropriate.
- To assist with the lunch and break time supervision of students.
- Administer first aid (where trained) and assist with students who are sick
- Undertaking any other duties that may reasonably be regarded as being commensurate with the grade and general purpose of the post.

The key competencies and behaviours commensurate with this post are identified overleaf.

General Information:

- *The job description is not intended to be a complete list of duties and responsibilities, but indicates the major requirements of the post. It may be amended at a future time, to take account of the developing needs of the school. The post holder will undertake any other duties at the request of the Executive Principal/CEO appropriate to the remit.*
- *The above principal responsibilities are not exhaustive and may vary without changing the character of the job or level of responsibility.*
- *The Health and Safety at Work etc. Act, 1974 and other associated legislation places responsibilities for Health and Safety on all employees. Therefore, it is the postholder's responsibility to take reasonable care for Health and Safety and Welfare of him/herself and other employees in accordance with legislation.*
- *The above duties may involve having access to information of a confidential nature, which may be covered by GDPR, and by Part 1 of Schedule 12A to the Local Government Act, 1972. Confidentiality must be maintained at all times.*
- *The Education Alliance is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all employees and volunteers to share this commitment.*



Ethical Leadership Qualities Competencies and Behaviours



| Competency | We do this by |
|-----------------|---|
| Trust | <ul style="list-style-type: none"> • Being reliable, consistent, credible, honest, humble, courageous and kind. • Managing emotions and helping others to manage their emotions. • Keeping promises and doing what you say you will do • Having a genuine interest in others |
| Wisdom | <ul style="list-style-type: none"> • Developing knowledge and real expertise, then sharing knowledge • Learning from mistakes and failures and admitting when we are wrong • Recruiting knowledgeable, skilled experts, learning from them, embracing their expertise and helping them to flourish. • Viewing systems, methods, models and techniques as a means to an end, removing or changing them if they prove to be ineffective. |
| Kindness | <ul style="list-style-type: none"> • Being kind, humble and authentic • Leading with compassion and care, listening and seeing beyond the job role to the person • Using high levels of emotional intelligence. Building trust and rapport with others, by acknowledging, empowering and elevating others. |
| Justice | <ul style="list-style-type: none"> • Doing what is right, rather than what is popular or easy. • Ensuring we live and breathe our sense of purpose and values in the way we behave, interact with others, make decisions and communicate. • Ensuring rules are necessary and applying them in a consistent, transparent and fair way, whilst allowing for discretion and common sense. • Valuing difference, building diverse teams and encouraging others to behave responsibly towards the community and the environment. |
| Service | <ul style="list-style-type: none"> • Reducing stress and anxiety in the organisation by modelling calm and considerate behaviour • Behaving in a dutiful, conscientious way, demonstrating humility and self-control to build great schools. • Removing barriers and blockers to enable others to do their jobs well • Leaving our egos at the door and putting ourselves in the service of others. • Channel ambition into our schools, not ourselves, and developing our successors |
| Courage | <ul style="list-style-type: none"> • Looking in the mirror when something goes wrong. • Remaining calm, optimistic and positive in the face of adversity, adapting to changing circumstances and helping others to move forward. • Give the whole truth, the back-story and the why. |
| Optimism | <ul style="list-style-type: none"> • Believing in our own ability, and the ability of others, to do what is right to change the world for the better. • Calling out negativity and cynicism • Remaining positive and encouraging, despite sometimes experiencing setbacks, challenges and pressures. Helping others to maximise opportunities, overcome challenges and celebrate success. |
| Vision | <ul style="list-style-type: none"> • Anticipating the future and helping people ready themselves for change. Thinking strategically, researching, gathering, analysing and assessing information, seeking opportunities for organisational development. • Scan the horizon, read and research, share learning with others and collaborate to consider options, obstacles and risks. • Believing in the potential of others; helping them be the best they can be. • Quickly taking in new information and translating that into recommendations, decisions, plans and projects. |