

Hampton Gardens

Hartland Avenue, Hampton Gardens, Peterborough, PE7 8HR



**Teaching Assistant (Level 3) - SEMH Focus
Recruitment Pack
March 2024**



Hampton Gardens School

Hartland Avenue, Hampton Gardens, Peterborough, PE7 8HR.

Hampton Gardens is an inclusive school which is proud to serve the local community of Hampton, Yaxley and Cambridgeshire. The school serves just under 1200 students, offering 210 places in each year group and 300 places for Post16 students.

Hampton Gardens is part of the Hampton Academies Trust who also run the highly successful and popular Hampton College all-through school, Hampton Lakes Primary School and Dogsthorpe Infant School. HAT schools have very close links and some shared staff.

Required from April 2024

Teaching Assistant (Level 3) - SEMH Focus

We are currently looking for a Level 3 Teaching Assistant to join our successful Achievement Support team at Hampton Gardens, providing specialised support to students with Social, Emotional, and Mental Health (SEMH) needs. This is an exciting opportunity to work closely with an experienced SENDCo and provide ongoing support to Level 1 and Level 2 Teaching Assistants within the team.

In this role you will play a pivotal role in enhancing the emotional and social well-being of students. Working with the SENDCo and wider team, you will create a robust support system for students with SEMH barriers to learning, contributing significantly to their overall educational experience and success.

The successful candidate will have previous experience working as a Level 2 Teaching Assistant (or equivalent role), with experience working across the curriculum and delivering activities to small groups.

You will work 32.5 hours per week, term time plus 5 days. 3 days will be for staff training days in September and January. The remaining 2 days will be for SEN review meetings and training. These meetings may fall outside of core working hours, but will be agreed in advance with your line manager.

Working Hours:

8:15am - 3:30pm Monday to Friday (*with a 45-minute unpaid lunch break*) - 32.5 hours per week

Salary (Grade 7):

Full time salary (52 weeks)

From: £26,421 to: £29,777

Actual salary (32.5 hrs / term time only + 5 days)

From: £19,872 to: £22,396

We welcome applications from candidates who:

- Possess the ability to inspire and motivate, and who have a passion for teaching and learning.
- Have consistently high expectations with the drive to help all students achieve their full potential.
- Are an exceptional team player and who enjoys supporting and working collaboratively with others.



- Have the skill to form positive relationships for learning with all staff, students and parents.
- Share our vision to deliver outstanding education for children and young adults and the commitment to make a difference to outcomes and achievements of students who attend HAT schools.

What we can offer you in return:

- A fantastic working environment where students are enthusiastic and want to learn. All our Hampton schools have modern buildings, with light and airy classrooms, outstanding facilities and are situated at the heart of the community.
- We value our staff and recognise the importance of providing ongoing training opportunities. As a growing Trust we are also able to offer opportunities for promotion and fresh challenges as new roles arise regularly.
- Our extensive induction programme supports staff every step of the way.
- Full access to the Health Assured Employee Assistance Programme which is designed to help staff deal with any personal or professional problems. Staff have access to free legal advice, medical information, counselling sessions, online self-help tools, factsheets and the wellbeing portal.

For further details please visit the HAT website: <http://www.hamptonacademiestrust.org.uk/jobs/>

Visits to the school before the application deadline are welcomed and can be arranged by contacting the HR department via jobs@hamptonacademiestrust.org.uk Please note that the school will be closed for the Easter holidays from Tuesday 2 April 2024 to Friday 12 April 2024.

Closing date: 9.00am on Monday 22 April 2024

Please note that we reserve the right to interview and appoint prior to the closing date.

Hampton Academies Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The successful candidate will be required to undergo an Enhanced Disclosure and Barring Service Check from the Disclosure and Barring Service (DBS).



Letter from Head of School

March 2024

Dear Applicant

Thank you for your interest in our position of Teaching Assistant (Level 3) - SEMH Focus at Hampton Gardens.

Our recruitment pack gives details of the post, the recruitment process and also the history and development of Hampton Gardens and Hampton Academies Trust. I hope you will be inspired to apply for this exciting opportunity and look forward to receiving your completed application.

In the meantime, if you have any queries or would like to arrange a visit to the school before the application deadline, please contact our HR Department on jobs@hamptonacademiestrust.org.uk.

Yours sincerely

Kevin Ainslie
Head of School



Information about Hampton Academies Trust

The **Hampton Academies Trust** was formed in September 2014 when Hampton College became a convertor academy and formed a multi-academy trust. One of the drivers for conversion was to allow us to bid for other local opportunities. In September 2015 following a competitive bid process, we were named by Peterborough City Council and Cambridgeshire County Council as the preferred education provider for the new secondary school in the locality, Hampton Gardens.

The name of the trust reflects our local focus and we have no current plans to expand our operations beyond the Peterborough area. We are not a corporate MAT (and do not want to be) and neither are we part of a regional/national chain. Our vision is to retain our 'homegrown' status and manage our growth in a sustainable way. We believe that MAT working can be most successful when you concentrate on what you know best, in the community you are invested in.

Other Hampton Academies Trust Schools:

Hampton College
Hampton College Primary Phase
Hampton Lakes Primary School
Dogsthorpe Infant School

Vision and Values

Our vision as a Trust is to meet the needs of our students and equip them to fulfil their potential.

We value people:

- Our schools will be welcoming places, at the heart of our community, valuing all people and their talents, beliefs and cultures equally;
- Students will feel safe and respected as individuals at school; they will feel happy to come to HAT schools to learn;
- All staff will feel valued, informed and involved in decision making;
- Parents and carers will feel well informed, and involved in their child's education.
- We recognise families as sources of love and care for their members, and as the basis of a society in which people care for others.

We value learning:

- HAT schools will provide for high quality teaching and learning, involving challenging and enjoyable activities; this will enable our students to think, and to produce high quality work;
- Our curriculum will cater for a wide range of ability and talent, and will provide students with a broad, general education of the highest quality. We will provide an outstanding choice of extra-curricular activities.



We value positive behaviour:

- HAT schools will have a positive ethos, which emphasises respect, responsibility and participation;
- Students will be encouraged to grow spiritually, morally, socially and culturally;
- We will place a high emphasis on maintaining positive relationships with students based on honesty and fairness;
- We will expect all members of the HAT school community to act with courtesy, respect and good manners;
- We will emphasise the pleasure in learning, and we will do our best to make sure that fun is part of the experience for all at HAT schools.

We value health:

- HAT schools will promote the importance of healthy living, and we will emphasise its impact on learning;
- In all areas of operation, HAT will stress the importance of healthy eating; students will be encouraged to drink water in most classes;
- All school sites are no-smoking areas at all times;
- We believe that the health and safety of students, staff and visitors are of paramount importance, and they will always be our first considerations;
- We will work with students, parents/carers and relevant external agencies to promote safe travel to and from school;
- In the interest of safety, students will receive clear messages about items that should not be brought onto HAT premises, or on school visits.

We value leadership:

- HAT schools will be well governed, managed and led, having excellent relationships with other schools and agencies. Resources will be used effectively to support learning;
- Students will be offered opportunities to show responsibility, and to develop leadership skills.

We value our community:

- HAT schools will emphasise the opportunities and responsibilities that life in a large community can bring;
- We will make our facilities available to members of our community for learning and for leisure;
- HAT schools will enhance community life;
- Students will be made aware of the positive roles they can play in our global community;
- Students will learn to respect religious and cultural diversity.

We value our environment:

- We will provide an outstanding learning environment: stimulating, colourful and well cared for;
- Students will learn to respect their environment at a local, national and international level.



We value the future:

- We will develop the next generation of citizens and leaders, willing and able to play active roles in their communities;
- We will lead out into the world young people who feel positive about themselves and demonstrate a passion for life, who respect the rights of other people and who are ready to make their mark.

Information about Hampton Gardens

Hampton Gardens is an 11-19 free school, which opened in September 2017. We are an inclusive school which is proud to serve the local community of Hampton, Yaxley and Cambridgeshire. The school serves just under 1200 students, offering 210 places in each year group and 300 places for Post16 students.

Hampton Gardens operates its Sixth Form jointly with Hampton College, which is located on a neighbouring site. Students are able to access courses and provision available in both schools.



Hampton Gardens' Facilities

Hampton Gardens is a purpose built school which was handed over to the Trust in August 2017. The state of the art school buildings and grounds include the following design features:

- A full size floodlit 3G all-weather pitch, suitable for a range of sports
- An auditorium for performances and assemblies, with retractable seating
- A stunning double height library/learning resource centre at the heart of the school
- An exceptionally well-equipped Science department, including show laboratories for regional events





- An outside amphitheatre and attractively landscaped grounds for sport and for students to enjoy at break and lunchtimes



Classrooms are airy and light and are all equipped with interactive facilities. The school hall provides an impressive public space, with seating capacity for 400 people; the grounds are attractive and spacious and are utilised well at break and lunchtimes in fine weather.

Vision and Values: Since opening the trust’s first school, we have emphasised two key themes: ‘People’ and ‘Learning’. We believe that positive working relationships are the key to effective learning, and we work hard to ensure that students and staff feel safe, valued and happy in their work.

Ofsted

Hampton Gardens School was visited by an inspection team from Ofsted in November 2021 and this was the school’s first inspection. We can confirm that the rating for Hampton Gardens from this latest inspection is Good. The full report is available online.

Curriculum Plan: The curriculum for Key stage 3 is largely the same as that at Hampton College (see prospectus or school website). Over time, Hampton Gardens will offer KS4/5 options which complement Hampton College and allow all trust students access to a wide and stimulating range of courses and extra- curricular opportunities across the two schools. The Sixth Form is run completely collaboratively with Hampton College. Every effort is made to offer a strong extra - curricular programme in a range of areas. There is also an enrichment week at the end of the summer term, which includes the possibility of residential trips abroad and in the UK.

The School Day: All lessons are one hour.

8.30am	Morning Registration/Assembly
8.45am	Period 1
9.50am	Period 2
10.55am	Morning Break
11.15am	Period 3
12.20pm	Period 4
1.25pm	Lunch Break
2.05pm	Period 5 (Afternoon Registration)
3.10pm	End of School

Community: Hampton Gardens continues to make an important contribution to putting ‘heart and soul’ into the new Hampton East development, and bringing the community together. We are a venue for learning and leisure and have contracted a third party provider to co-ordinate and manage our facility lettings. We currently accommodate an extensive number of sporting groups, clubs and community activities. We also work in partnership with Vivacity, who operate a public library and sports centre on our Hampton College campus.



Curriculum

Key Stage 3

Students will have 25 one-hour lessons each week, allocations of time to subjects over the two-week cycle are likely to be:

National Curriculum Core Subjects

	English	Maths	Science	ICT
Year 7	3	3	3	1
Year 8	3	3	3	1
Year 9	3	3	3	1

National Curriculum Foundation Subjects

	Tech	PE	MFL	Drama	Music	RE	Hist	Geog	Art	PD
Year 7	1	2	3	1	1	1	2	2	1	1
Year 8	1	2	3	1	1	1	2	2	1	1
Year 9	1	2	3	1	1	1	2	2	1	1

Key Stage 4

In Year 10 students follow a two-week timetable with 25 one-hour lessons a week. Their curriculum is made up of the core curriculum (Essential learning) and four option choices (Additional learning) which are selected during Year 9.

Core Learning

All students are taught a core programme which we refer to as Essential Learning. These are the subjects and skills that are statutory for all children aged 14-16, with the addition of English Literature, which is studied by everyone.

Core Learning comprises:

- English (GCSE)
- English Literature (GCSE)
- Mathematics (GCSE)
- Science (double award - 2x GCSE)
- Personal Development (PD) incorporating Work Related Learning
- Religious Studies
- Physical Education (Core PE)

Additional Learning

We want our students to be committed to their subjects and so we allow them to choose the four subjects that make up their Additional Learning. Whilst we do give as much choice as possible, most students will be expected to take one EBacc subject from: History; Geography, Computer Science or a Modern Foreign Language (French or German).



We make every effort to ensure that students study the courses they opt for. Students can choose from a mixture of Vocational and GCSE courses with students being allowed to choose up to a maximum of 3 vocational choices.

The allocation of time to lessons over the two weeks is shown in the tables below:

Essential Learning: - 30 lessons a fortnight

	English/English Literature	Mathematics	Science	PD/RE	Core PE
Year 10 & 11	8	8	8	2	4

Additional Learning: - 20 lessons a fortnight

	Option 1	Option 2	Option 3	Option 4
Year 10 & 11	5	5	5	5

The full list of subjects offered at Key Stage 4 is updated each year, for a full list of the subjects offered to the current Year 10, please refer to the options booklet which can be found on the school website

Key Stage 5

We offer a wide range of A Levels and BTEC Level 3 courses in our successful, inclusive Trust Sixth Form. We have 261 students in Key Stage 5 across our two sites, approximately 80% of our Sixth Form students go on to Higher Education. The progress scores for our A-Level Sixth Form students across the Trust are regularly one of, if not the highest in the City and Region. Alongside academic success, most of our students take up student leadership roles and positions of responsibility within the school and the local community, ensuring that they leave Hampton Gardens as well-rounded young people, well-prepared for their journey into adulthood

Experience Curriculum

We believe in all forms of learning. At Hampton Gardens we are committed to developing the whole individual and therefore our Experience Curriculum provides a key role in doing this. Students are provided with a huge range of opportunities to learn outside of the classroom through engaging in our extensive after school provision. Students can attend a range of different activities which can take them out of their comfort zone and help develop self-confident, resilience and communication skills. These attributes are vital for success in their future endeavours.

At Hampton Gardens we are proud of our extensive sporting activities and creative arts programme. Students have access to a wide range of musical opportunities including drums, guitar, singing and access to a music scholarship through the Music Hub. Students are also able to take part in a variety of ways representing the school in local, regional and national events. We have also recently launched our Duke of Edinburgh Programme which further supplements our curriculum which already boasts a superb STEM club, textiles club, games club, self-defence class, chess club, along with even more exciting activities. We encourage



all students to attend at least one Experience Curriculum activity each week and ensure these opportunities are shared with families and on the School's website.

Key Staff

Kevin Ainslie - Head of School, Hampton Gardens

Kevin Ainslie is the Head of School for Hampton Gardens. Kevin has a background in Behaviour and Welfare from working across a number of Peterborough secondary schools. He has been a senior leader since 2010 having previously worked as a Director of Sport and a specialist leader in education.

Kevin's experience of school leadership has provided the skills to continue the growth and development of Hampton Gardens. With a student-centred focus to removing barriers to learning and developing wide ranging experiences, Kevin is committed to working with all stakeholders to ensure that students of Hampton Gardens are fantastic young learners with exceptional opportunities for the next stage of their journey into further education and beyond.

Sharon Gilligan - Deputy Head of School, Hampton Gardens

Sharon Gilligan took up the post of Deputy Head of School in September 2018. Sharon has worked in Peterborough for over twenty years. Previously Sharon worked as an Assistant Headteacher in a local school, supporting students to achieve the best possible outcomes.

Atul Karia - Deputy Head of School, Hampton Gardens

Atul Karia took up the post of Deputy Head of School in September 2021. He has worked across 5 different schools and has been in Peterborough in the last 5 years working at St John Fisher Catholic High School. Atul has more than two decades of working pastorally supporting students to attend, behave and achieve in school. He has also worked with the SSAT on Vertical Tutoring and consulted in many schools to help them make the change. Atul has enjoyed developing students roles in school and ensuring that they become young leaders of the future.

Angela Roberts - Assistant Head of School/SENDCo, Hampton Gardens

Angela joined Hampton Gardens in April 2022 as Assistant Head of School/SENDCo. Angela has been an English teacher for 20 years and qualified as a SENDCo 6 years ago. Angela brings a wealth of experience and is passionate about meeting the needs of every child in the classroom.

Jody Lapish - Assistant Head of School, Hampton Gardens

Jody Lapish took up the post of Assistant Head of School in September 2019. Jody worked in the London Borough of Redbridge for 4 years as Lead Pastoral Leader before joining Hampton Gardens. Prior to this she has worked in Cambridgeshire carrying out the role of Head of Year for many years. In her role at Hampton Gardens



Holly Willetts - Assistant Head of School, Hampton Gardens

Holly was appointed as Assistant Head of School with responsibility for the development of Teaching and Learning across the school with effect from September 2020. Holly joined Hampton Gardens in September 2018 as Head of History, having been Head of History, Advanced Skills Teacher and Lead Practitioner in another Cambridgeshire school. Holly works with the whole school community to provide students with the skills and knowledge to achieve their future aspirations and prepare them to contribute positively to society.

Craig Young - Assistant Head of School, Hampton Gardens

Craig joins Hampton Gardens from September 2022 as Assistant Head of School with responsibility for Raising Standards, Timetables, and Intervention. Craig has over 20 years teaching experience within Maths and Physical Education. Craig has worked within Peterborough schools since 2002, most recently as a successful and well respected Assistant Headteacher at St John Fisher Catholic High School. Craig is a highly motivated and aspirational leader who has the best interests of students in everything he does.

The Trust Central Services team consists of Governance, Finance, HR, ICT and Site. Each department has their own office and key members of the team are based at Hampton Gardens School.

Dr Helen Price - Executive Headteacher, Hampton Academies Trust

Helen has been at HAT's first school, Hampton College, since it opened in 2005. She was the school's original Deputy Headteacher and took over as Headteacher in 2011. In 2014 when the school converted into a multi-academy trust, Helen became the Executive Headteacher. In January 2017 Helen relinquished the day to day running of Hampton College and moved across full time into her trust role.

Caroline Behan - Director of Finance and Resources, Hampton Academies

Trust Caroline works closely with Helen at Trust level. She is a very experienced financial leader and joined HAT from St John Fisher School in Peterborough. She is also highly experienced in the field of school new build project management and procurement. Thanks to her stewardship and robust financial governance, the Trust is secure financially. Caroline is a key support to the Head of School in terms of financial planning and resource management

Simon Walls - Trust Director of Sixth Form

Simon took up the post of Trust Director of Sixth Form in September 2019. Simon has worked in Peterborough schools for over twenty years. Prior to joining the Trust Simon worked in a local school as Head of Post 16 provision. This previous experience has been pivotal to providing a strategic vision for building the provision of HAT sixth form.



The Department

The Achievement Support Department is housed in a purpose-built suite, comprised of a central collaboration area, SEN Office, intervention rooms and sensory rooms. The Department currently consists of a teaching SENDCo, non-teaching Assistant SENCo and a number of Level 1, 2 and 3 Teaching Assistants, plus a Pupil Premium Mentor and a SEN Administration Assistant.

Within the school there is a wide range of student needs, including students with complex and significant difficulties and disabilities. We also have a 'Monitoring' category of students who do not are not recognised as having an SEN need but are having their needs assessed via various interventions and strategies. As a department, Achievement Support are happy to work with all students in the school to develop independent learning skills and emotional resilience.

Our overall aim is that, wherever possible, students with special educational needs and disabilities are included in all areas of school life, through making reasonable adjustments to their environment; teachers are empowered with information and strategies to support students using Pupil Passports, access to the SEND Record and opportunities for staff development.

The department has a nurture approach; aiming to build self- efficacy, encourage pupil voice at all times and develop their independence within the school. All department staff take responsibility in collaborating with parents/carers and, potentially, the external agencies involved in supporting the students they are assigned to, as a means of streamlining communication between home and school.

Safer Recruitment

Hampton Academies Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The successful applicant will require an enhanced disclosure from the Disclosure & Barring Service.

In accordance with Keeping Children Safe in Education, the school will consider carrying out an online search as part of the due diligence on shortlisted candidates.

For more information please refer to:

[Hampton Gardens Safeguarding & Child Protection Policy](#)
[Hampton Academies Trust Recruitment & Selection Policy](#)

Equality & Diversity

The Governing Body of Hampton Academies Trust is committed to promoting equality of opportunity for all staff and job applicants. We aim to create a supportive and inclusive working environment in which all individuals are able to make best use of their skills, free from discrimination or harassment, and in which all decisions are based on merit.

We do not discriminate against staff on the basis of age; race; sex; disability; sexual orientation; gender reassignment; marriage and civil partnership; pregnancy and maternity; religion, faith or belief. (Equality Act 2010 protected characteristics). The principles of non-discrimination and equality of opportunity also apply to the way in which staff and Governors treat visitors, volunteers, contractors and former staff members.



For further information please refer to the Trust's [Equality & Diversity Policy](#)

Promotion Opportunities

As an expanding trust there are permanent posts and opportunities for promotion which arise regularly.

Applications

Please download an application form from the trust website:

www.hamptonacademiestrust.org.uk/jobs/

Please complete an application form and also enclose a letter of application, outlining how your skills and experience meet the requirements of the person specification. Applications should be sent via email to jobs@hamptonacademiestrust.org.uk

Visits to the school before the application deadline are welcomed and can be arranged by contacting the HR department via jobs@hamptonacademiestrust.org.uk Please note that the school will be closed for the Easter holidays from Tuesday 2 April 2024 to Friday 12 April 2024.

Closing date: 9.00am on Monday 22 April 2024

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Job Description

POST TITLE:	Teaching Assistant (Level 3) - SEMH Focus
HOURS OF WORK:	8.15am - 3.30pm; Monday to Friday Term time plus 5 days
RESPONSIBLE TO:	SENDCo
PURPOSE OF THE JOB:	To provide specialised support to students with Social, Emotional, and Mental Health (SEMH) needs at Hampton Garden School.

This role is crucial in creating a robust support system for students with SEMH barriers to learning at Hampton Garden School. The Level 3 Teaching Assistant (SEMH Focus) will play a pivotal role in enhancing the emotional and social well-being of students, contributing significantly to their overall educational experience and success.

MAIN RESPONSIBILITIES:

SEMH Programme Implementation

- Run and manage SEMH programmes, including the Boxall Profile, to assess and support students with SEMH needs.
- Develop and implement individualised support plans based on programme outcomes and student needs.

Direct Student Support

- Provide one-to-one and small group support to students, focusing on emotional and social development.
- Utilise counselling skills and ELSA training to offer tailored emotional support and guidance.

Collaboration and Liaison

- Work collaboratively with teachers, SENDCo, and the Pastoral Team to integrate SEMH support into the wider educational framework.
- Liaise with external agencies as required, ensuring a coordinated approach to student support.

Monitoring & Reporting

- Monitor student progress within SEMH programmes and provide regular feedback to teachers, SENDCo, and parents.
- Contribute to the development of student Individual Education Plans (IEPs), focusing on SEMH goals and strategies.

Professional Development

- Engage in ongoing professional development, including ELSA training and other relevant courses, to enhance SEMH support provision.
- Stay abreast of current research and best practices in SEMH and related fields.



Additional Therapeutic Support

- Implement and oversee additional therapeutic interventions, such as animal therapy, as appropriate.
- Adapt and innovate support strategies to meet the diverse needs of students.

Support for children

- Under the direction of the class teacher, supervise the class in following a programme of study.
- Provide specialist learning support (requiring in-depth knowledge and experience) to children with significant and complex special educational needs, or where English is not their first language.
- Take responsibility for delivering learning activities with groups who would benefit from a different learning approach as agreed with the class teacher.
- Establish and maintain supportive relationships with individual pupils, small groups and parents/carers to ensure they understand and can achieve the tasks.
- Take a person-centred approach to agreeing individual outcomes with the child, their parents/carers and any external agencies that may be involved.
- Liaise with parents to share information on their child's progress against individual outcomes.
- Liaise with specialist services on behalf of individual pupils, e.g. educational psychologists, speech therapists, by agreement with the class teacher.
- Encourage and promote inclusion in the classroom, ensuring all pupils feel involved with tasks and activities.
- Monitor the implementation of exam access arrangements for the students

Support for the curriculum

- Support the school curriculum, including literacy and numeracy activities.
- Identify, organise and run tailored clubs for specific groups of students at break, lunch or after school within Achievement Support.
- Provide additional tuition for children who need extra support with ICT.
- Arrange and deliver special classes for pupils to improve the range or quality of subjects offered as agreed.
- Identify and implement individual strategies that promote inclusive practices within all areas of the curriculum.
- Set SMART targets to enable students to access a broad and balanced curriculum.
- Provide targeted support to enhance learning and improve attainment.

Support for the teacher and SENDCo

- Contribute to reports on pupil progress and development against National Curriculum descriptors.
- Contribute to the development of Individual Provision Maps and Pupil Passports for children with special educational needs.
- Gather appropriate information from teaching staff to inform the development and monitoring of individual plans.
- Use ICT to gather individual pupil information on progress, current attainment, attendance and behaviour to support the accurate development and monitoring of individual plans for students with SEN.
- Contribute to the planning and evaluation of academic and social development programmes for individual pupils and groups.



- Provide feedback on learning activities and contribute to school review and development planning.
- Share individual plans and agreed outcomes with relevant staff members on a regular basis.
- Organise the learning environment and develop appropriate classroom resources as required.
- Contribute to behaviour management within the school and take charge of situations to allow the teacher to continue to work with the rest of the class.
- Take a leading role in the termly SEN Review process (which run in the evening), supporting with the planning, implementation and sharing of the Graduated Approach with all key stakeholders.

Support for the school

- Develop and maintain effective working relationships with other staff and parents/ carers.
- Deliver tours of the school for prospective students and their parents.
- Attend, deliver and provide feedback from transition meetings for prospective students who will be attending Hampton Gardens.
- Contribute to the maintenance of a safe and healthy environment.
- Attend and actively participate in staff meetings.
- Contribute to the development of less experienced teaching assistants.
- Act as a mentor for less experienced teaching assistants on best practice and methods of overcoming difficulties.
- Making suggestions for school events and take a leading role in organising them as agreed.
- Carry out any other duties associated with the post, as requested by the SENDCo or Head of School.

GENERAL NOTES:

- These accountabilities do not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed;
- These accountabilities are not necessarily a comprehensive definition of the post. It will be reviewed at least once per year and it may be subject to modification or amendment at any time after consultation with the holder of the post.

Hampton Academies Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The successful candidate will be required to undergo an Enhanced Disclosure and Barring Service Check from the Disclosure and Barring Service (DBS).



Person Specification

POST TITLE: Teaching Assistant (Level 3) - SEMH Focus

Criteria	Essential	Desirable
Educational Qualifications	<ul style="list-style-type: none"> • Good educational background with minimum 4 GCSEs (or equivalent) including English Language & Maths 	<ul style="list-style-type: none"> • Educated to degree level
Experience	<ul style="list-style-type: none"> • Experience of working as a Level 2 Teaching Assistant (or equivalent role) • Experience of working across the curriculum • Experience of delivering activities to small groups • Experience of organizing and prioritising workloads • Experience of contributing to Individual Provision Mapping (formerly known as IEPs) • Experience of supporting the Graduated Approach 	<ul style="list-style-type: none"> • Experience working as a Level 3 Teaching Assistant • Experience of the Early Help process
Skills/Abilities	<ul style="list-style-type: none"> • Ability to lead and influence a team • Excellent communication skills, oral and written • Strong interpersonal skills • Ability to work with honesty and integrity • Ability to use own initiative • Good organisational skills • Ability to prioritise workload and keep to deadlines • Excellent ICT skills • Ability to motivate and gain the respect of students • Ability to resolve conflict • Ability to remain calm • Good listening skills • Sensitivity and empathy 	<ul style="list-style-type: none"> • Ability to work under pressure • Willingness to learn new skills
Knowledge and Understanding	<ul style="list-style-type: none"> • Appreciation of absolute confidentiality of information received in school • Understanding of Child Protection issues • Understanding of inclusive practices in a mainstream secondary school 	

	<ul style="list-style-type: none"> • Understanding of the variety of special educational needs and disabilities and how they present differently in each individual 	
Other Requirements	<ul style="list-style-type: none"> • Ability to work flexibly • Willingness to undertake training, as required • Willingness to take a full and active role in school life • Cheerful disposition and good sense of humour 	
Safeguarding Competencies	<ul style="list-style-type: none"> • Commitment to promoting and safeguarding the welfare of all staff and students • Demonstrates empathy for the concerns of others • Shows respect for other's feelings, views and circumstances • Seeks and uses professional support appropriately • Can demonstrate flexibility of approach • Shows a personal commitment towards safeguarding children 	