

POST TITLE: Teaching Assistant (Secondary) / Thrive Practitioner	GRADE: 3, SCP 5
RESPONSIBLE TO: Assistant Headteacher/ SENCO	

This job description is based on the [Professional standards for teaching assistants](#):

Responsible for:

No direct reports

Purpose of role:

To enable students to make progress with their emotional resilience and social interactions through delivery outstanding Thrive interventions. To support learning and progress of students. To complement the work of subject teachers by taking responsibility for agreed learning activities under an agreed system of supervision. This will involve planning, preparing and delivering learning activities for individuals/small groups and assessing, recording and reporting on students' achievement, progress and development.

Principle Accountabilities:

Teaching and learning

- To deliver and access Thrive based sessions.
- Organise and manage appropriate learning environment and resources.
- Advise on appropriate deployment and use of specialist aid/resources/equipment.
- Monitor and evaluate student responses to learning activities through a range of assessment and monitoring strategies against pre-determined learning objectives.
- Systematically record progress and achievement in lessons/activities and provide evidence of progress and attainment.
- Deliver local and national learning strategies e.g. numeracy and make effective use of opportunities provided by other learning activities to support the development of students' skills.
- Select and prepare resources necessary to lead learning activities, taking account of students' interests, language and cultural backgrounds.
- Work within the schools' behaviour policy to anticipate and manage behaviour constructively through positive reinforcement and rewards, promoting self-control and independence

Planning

- Plan Thrive interventions based on the students needs.
- Contribute to effective assessment and planning by supporting the monitoring, recording and reporting of student performance and progress as appropriate to the level of the role
- Within an agreed system of supervision, plan challenging teaching and learning objectives to evaluate and adjust lessons/work plans; administer and assess/mark tests, produce lesson plans, worksheet, plans etc as appropriate.
- Prepare the classroom for lessons
- Assist with the development and implementation of Individual Education/Behaviour Plans.

Support for students:

- Support the SEMH needs of students through small group or individual interventions sessions.
- Assess the needs of students and use detailed knowledge and specialist skills to support students' learning.
- Establish constructive working relationships with students, acting as role model and setting high expectations.
- Promote the inclusion and acceptance of all students.
- Support students consistently whilst recognising and responding to their individual needs.
- Encourage students to interact and work co-operatively with others and engage all students in activities.
- Set challenging and demanding expectations and promote self-esteem and independence.
- Employ strategies and follow the rewards policy to recognise and reward achievement of self-reliance and effort.
- Provide feedback to students in relation to progress and achievement.
- Work with students with a variety of different needs and abilities to enable the class teacher to provide one to one support as required.
- Deliver learning activities to students within an agreed system of supervision, adjusting activities according to student responses/needs.
- Use ICT effectively to support learning activities and develop students' competence and independence in its use.

Working with staff, parents/carers and relevant professionals

- Communicate effectively with other staff members and students and with parents and carers under the direction of the class teacher
- Communicate their knowledge and understanding of students to other school staff and education, health and social care professionals, so that informed decision making can take place on intervention and provision
- Provide objective and accurate feedback and reports to parents and teachers in relation to progress and achievement ensuring the availability of appropriate evidence.
- With the class teacher, keep other professionals accurately informed of performance and progress, or concerns they may have about the students they work with
- Understand their role in order to be able to work collaboratively with classroom teachers and other colleagues, including specialist advisory teachers
- Collaborate and work with colleagues and other relevant professionals within and beyond the school
- Develop effective professional relationships with colleagues

Health and safety

- Promote the safety and wellbeing of students, and help to safeguard students' wellbeing by following the requirements of Keeping Children Safe in Education (KCSIE) and the school's child protection policy
- Look after students who are upset or have had accidents
- Undertake planned supervision of students out of normal lesson times, including lunchtimes.
- Supervise students on visits, trips and out of school activities
- To promote equality of opportunity and foster an inclusive culture and environment. To promote equal opportunities ensuring individual students needs and circumstances are known and met through the care and education provided.

Professional development

- Help keep their own knowledge and understanding relevant and up-to-date by reflecting on their own practice, liaising with school leaders, and identifying relevant professional development to improve personal effectiveness

- Take opportunities to build the appropriate skills, qualifications, and/or experience needed for the role, with support from the school

The teaching assistant will be required to follow school policies and the staff code of conduct.

Please note, this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the teaching assistant will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the headteacher or line manager.

Data Protection and Safeguarding:

- Work within the requirements of Data Protection at all times
- Understand your responsibilities in relation to Safeguarding and child protection and how to highlight an issue / concerns
- Remain vigilant to ensure all students are protected from potential harm

General:

- The post-holder will be expected to exemplify the trust values of Respect, Opportunity, Collaboration and Aspiration and demonstrate trust behaviours as outlined in “The Futura Way”.
- The post-holder will be expected to undertake any appropriate training provided by the Trust to assist them in carrying out any of the above duties.
- The post-holder will be expected to contribute to the protection and welfare of children and young people, as appropriate, in accordance with any agreed policies and/or guidelines, reporting any issues or concerns to their immediate line manager.
- The post-holder will be required to promote, monitor and maintain health, safety and security in the workplace. To include ensuring that the requirements of the Health & Safety at Work Act, COSHH, and all other mandatory regulations are adhered to.
- An Enhanced Disclosure with the Disclosure and Barring Service (DBS) will be undertaken before an appointment can be confirmed. The successful candidate will be required to disclose all convictions and cautions, including those that are spent; the exception being certain, minor cautions and convictions which are ‘protected’ for the purposes of the ‘Exceptions’ order.
<https://www.gov.uk/government/collections/dbsfiltering-guidance> ‘

This job description only contains the main accountabilities relating to the posts and does not describe in detail all of the duties required to carry them out. The post holder may be required to undertake other duties and responsibilities that are commensurate with the nature and level of the post.

Futura Learning Partnership is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Your suitability to work with children and young people will form part of the selection process. For this post prior to appointment, Futura Learning Partnership will apply for an enhanced disclosure certificate from the Disclosure and Barring Service.

Person Specification – Teaching Assistant (Secondary)	Essential (E) or Desirable (D)
Education/Qualifications	
Good standard of education (5 x GCSE’s – English and Maths c or above) or equivalent qualification / experience (e.g substantial experience as a Teaching Assistant)	E
Level 2 Certificate in Supporting Teaching and Learning or equivalent	D
A relevant, recognised qualification such as the NVQ Level 3 for Teaching Assistants or equivalent or willing to work towards	D

Specialist Dyslexia Qualification	D
Thrive Practitioner training	D
Experience	
Evidence of suitability to work with children and young people	E
Understanding of classroom roles and responsibilities and your own position within these	E
Experience of applying a range of strategies to support children in the classroom with minimal supervision	D
Experience of supporting children with additional needs and / or disabilities	D
Behaviours	
Able to demonstrate Futura values and behaviours in the workplace	E
Committed to continuous professional development	E
Committed to a team collaborative approach	E
Operates with integrity	E
Skills	
Training in the relevant learning strategies e.g., Numeracy Specialist skills	E
Full working knowledge of national/foundation stage curriculum and other relevant learning programmes/strategies/codes of practice	D
Ability to relate well to both children and adults.	E
Good understanding of principles of child development and learning processes.	D
Understanding of statutory frameworks relating to teaching.	D
Ability to self-evaluate learning needs and actively seek learning opportunities.	E
To work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these.	E
Ability to effectively use ICT to support learning and use of other equipment technology i.e., computer, video, photocopier.	D