THE BOLSOVER SCHOOL

TEACHING ASSISTANT

Job Description

Location: The Bolsover School, Bolsover Derbyshire

Salary: Redhill Academy Trust Pay Scale

Unqualified – Band 6, Scale Points 29 - 32
Level 3 Qualified – Band 7, Scale Points 32 - 36

Hours of work: 32.5 hours per week, Full-time, term time only

Responsible to: SENDCO/Assistant SENDCO

Post objective - To provide support and guide the education of students with challenging learning difficulties

Main Duties and Responsibilities:

Perform, in accordance with any directions which may reasonably be given by the Headteacher, SENDCO or Assistant SENDCO from time to time, such particular duties as may reasonably be assigned.

Support for Students with Cognition and Learning Difficulties

- Provide support for teachers in assessing students' responses to learning activities and, where necessary, modify the activities to achieve progression towards intended learning outcomes.
- Liaise with teachers in designing and delivering appropriate learning opportunities to meet specific learning needs e.g., dyslexia, dyspraxia and specific language impairment.
- Adapt and modify planned activities for students who are making extremely slow progress, leading to accelerated progress e.g., IEPs and/or Behaviour Support plans. Pen portraits, pupil passports and/or multi-element behaviour plans.
- Provide support in the use of visual, auditory and tactile methods to improve students' understanding of objects and information about the environment.
- Design and deliver appropriate learning opportunities to enable students to overcome disabilities such as perception, memory and information processing.
- Develop and implement appropriate opportunities to improve pupils' language and communication skills.
- To lead small group intervention as directed by the SENCO or class teacher.

Provision for students with sensory and/or physical impairment

- Set up specialist equipment and instruct students and other staff on its use, including specialist ICT hardware and software.
- Adapt standard equipment and resources to meet the needs of individual students.
- Select and use the appropriate method of communication with children in a variety of situations.
- Provide learning opportunities for students in specialist skills necessary to minimise the effects of their impairment e.g., low vision, learning aids, touch typing.
- Select appropriate specialist equipment in order to enable curriculum access e.g. radio aids, tactile equipment and low vision aids.
- Support the class teacher in identifying areas of difficulty with aspects of the curriculum and plan and provide additional learning opportunities.
- To use and continue to develop specialist skills necessary to meet the impact of any medication taken by students upon their cognitive and physical abilities, behaviour and emotional responsiveness e.g. Ritalin.
- Interpret specialist advice on the physical management of students, including suitable lifting technique, seating, lighting and acoustic conditioning.

Support for students with social, emotional and mental health difficulties

- Identify, generate and plan thoroughly and precisely intervention within an agreed framework. Record and monitor targets against the plan and use it for future planning.
- Take a lead role in establishing classroom/group rules.
- Work closely with the teacher to design group and individual behaviour management plans.
- Use agreed techniques to deal with challenging behaviour, and use the lowest level of intervention necessary to be effective.
- Provide support for the teacher in managing conflict situations and incidents of anti-social behaviour.
- Monitor and report on the outcome of conflict situations and incidents of anti-social behaviour.
- To lead small group intervention as directed by the SENCO or class teacher.

Support for students with communication and interaction difficulties

- Provide feedback to the teacher on the social and communicative development of students who have communication difficulties.
- Support the teacher in finding ways to encourage students to communicate and interact with others in conversations and discussions.
- Provide opportunities to aid the develop of oracy and effective communication for students with these types of difficulties.
- Embrace any other duties that may reasonably be regarded as within the nature of the duties, responsibilities and grade of this post.
- To lead small group intervention as directed by the SENCO or class teacher.

Appraisal:

Participating in arrangements made in accordance with the school's performance management systems.

Review: Further training and development:

Participating in arrangements for your further training and professional development as a Teaching Assistant;

AS A MEMBER OF STAFF AT THE BOLSOVER SCHOOL

1. To act as a role model to the young
2. To be punctual to all assigned duties e.g., present at the start of all lessons
3. To dress in a professional manner.
4. To uphold the school aims and objectives and all associated policies
5. To support the behaviour management of the students and report any infringements to the class teacher or the relevant Head of House.

Discipline, Health and Safety:
Maintaining good order and discipline among the students and safeguarding their health and safety both when they are authorised to be on the school premises and when they are engaged in authorised school activities elsewhere;

Staff meetings:
Participating in meetings at the school which relate to your work.

Examinations
Participating in the supervision of students in examinations.

The role of a Teaching Assistant involves significant contact with students, often working on a one-to-one basis and with access to potentially sensitive data. The role engages in regulated activity and requires and clear, enhanced DBS.

This role involves working in regulated activity with children and an enhanced DBS clearance is required for this position.

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Person Specification

	Essential	Desirable
Qualifications	Literacy & Numeracy at Level 2 If Unqualified, the successful candidate will be required to complete the Level 3 Qualification supported by the school	Full Clean Driving Licence Teaching Assistant focused qualifications
Experience	Prior Teaching Assistant/School based experience IT literate with strong skills in Microsoft Office A sound knowledge of child Protection and Safeguarding regulations Ability to differentiate work to meet the needs of SEND students Experience in working with students on a 1:1 basis and in small groups, ensuring that the objectives of a lesson are achieved with the student progressing in-line with their targets.	
Qualities/Professional attributes:	Communicate effectively with all stakeholders including children, young people, colleagues, parents/carers, Governors and members of the public. Have a commitment to collaboration and co-operative working Act upon advice and feedback and be open to coaching and mentoring with a willingness to upskill.	Willingness to be an active member of the school community supporting extra-curricular and charitable events.

	Demonstrate the positive values, attitudes and behaviour they expect from children and young people. Self-confident Hardworking and enthusiastic Flexible Open and responsive Approachable An ability to maintain strict confidentiality and discretion at all times Enjoys working with young people Reliable with excellent time keeping and attendance record Ability to be adaptable to the changing needs and requirements of the post Totally Trustworthy Ability to prioritise workloads, work under pressure in a methodical and thorough manner and meet tight deadlines. Ability to work independently and as part of a team Able to follow Trust policies at all times A good sense of humour	