



Haberdashers' ABRAHAM DARBY

A member of the Haberdashers' West Midlands Academies Trust

Job Description – TEACHING ASSISTANT (Level 2)

Salary Grade: Grade 3, Point 3

33.25 hours per week (8.00-15.10 Monday to Friday), Term time only

30 minute lunchbreak

Responsible to: SENDCO (line manager), AVP SEND and ultimately to the Principal

Purpose of the Role: To work under the instruction/guidance of the SENDCO to support pupils with Special Educational Needs and/or Disabilities in the school and undertake curriculum support programmes, to enable access to learning for pupils. To assist the SENDCO or teacher in the management of pupils in the classroom. Work may be carried out in the classroom or outside the main teaching area. This will involve pupils who have been identified as having learning difficulties as well as experiencing Emotional, Behavioural and/or Social Difficulties and/or Disabilities that make it more difficult for them to succeed at the Academy.

Key Responsibilities:

Support for the pupils: Supervise and provide particular support for pupils, including those with special needs/disabilities, ensuring their safety and access to learning activities. Assist with the development and implementation of Individual Education/Behaviour Plans. Establish constructive relationships with pupils and interact with them according to individual needs. Promote the inclusion and acceptance of all pupils. Encourage pupils to interact with others and engage in activities led by the teacher. Set challenging and demanding expectations and promote self-esteem and Independence. Provide feedback to pupils in relation to progress and achievement under guidance of the teacher. Act as a keyworker for designated pupils with SEND needs as required.

Support for the teachers: Use strategies, in liaison with the teacher, to support students to achieve learning goals. Assist with the planning of learning activities. Deliver agreed interventions feeding back to teachers as necessary. Provide clerical/admin support where necessary. Support good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour. Support a purposeful and orderly learning environment.

Support for the academy: Support the student's smooth transition between educational phases. Assist with the supervision of students out of lesson times, including before and after school, breaktime and at lunchtime as required. Administer routine tests and support in exams (including scribing where necessary). Accompany staff and pupils on visits, trips and out of school activities as required and take responsibility of a group of pupils under the supervision of

the teacher. Develop contact and establish constructive relationships with parents/carers of identified pupils to support action plans and the achievement of targets. Attend and participate in relevant meetings as required. Support with Year 6 to 7 transition, including visiting local primary schools as directed/required.

Support for the curriculum: Undertake structured and learning activities/teaching programmes, adjusting activities according to pupils' needs and responses. Undertaken programmes linked to local and national learning strategies, eg literacy/numeracy, recoding achievement and feeding back to the teacher. Support the use of assistive technology in learning activities and develop pupils' competence and independence in its use. Prepare, maintain and use equipment/resources required to meet the lesson plans/relevant learning activity and assist pupils in their use. Be aware of and support to ensure all pupils have equal access to opportunities to learn and develop. Lead targeted interventions for small groups of SEND pupils including planning and delivery.

The postholder will adhere to the Professional Standards for Teaching Assistants:

TEACHING ASSISTANT STANDARDS
<p>1. <u>Personal and Professional Conduct:</u></p> <p>Teaching assistants should uphold public trust in the education profession by:</p> <ul style="list-style-type: none">• Having proper and professional regard for the ethos, policies and practices of the school in which they work as professional members of staff.• Demonstrating positive attitudes, values and behaviours to develop and sustain effective relationships with the school community.• Having regard for the need to safeguard pupils' well-being by following relevant statutory guidance along with school policies and practice.• Upholding values consistent with those required from teachers by respecting individual differences and cultural diversity.• Committing to improve their own practice through self-evaluation and awareness.
<p>2. <u>Knowledge and understanding:</u></p> <p>Teaching assistants are expected to:</p> <ul style="list-style-type: none">• Share responsibility for ensuring that their own knowledge and understanding is 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 acquire the appropriate skills, qualifications, and/or experience required for the teaching assistant role, with support from the school/employer.• Demonstrate expertise and skills in understanding the needs of all pupils (including specialist expertise as appropriate) and know how to contribute effectively to the adaptation and delivery of support to meet individual needs.• Demonstrate a level of subject and curriculum knowledge relevant to their role and apply this effectively in supporting teachers and pupils.• Understand their roles and responsibilities within the classroom and whole school context recognising that these may extend beyond a direct support role.

3. Teaching and learning:

Teaching assistants are expected to:

- Demonstrate an informed and efficient approach to teaching and learning by adopting relevant strategies to support the work of the teacher and increase achievement of all pupils including, where appropriate, those with special educational needs and disabilities.
- Promote, support and facilitate inclusion by encouraging participation of all pupils in learning and extracurricular activities.
- Use effective behaviour management strategies consistently in line with the school's policy and procedures.
- Contribute to effective assessment and planning by supporting the monitoring, recording and reporting of pupil performance and progress as appropriate to the level of the role.
- Communicate effectively and sensitively with pupils to adapt to their needs and support their learning.

4. Working with others:

Teaching assistants are expected to:

- Recognise and respect the role and contribution of other professionals, parents and carers by liaising effectively and working in partnership with them.
- With the class teacher, keep other professionals accurately informed of performance and progress or concerns they may have about the pupils they work with.
- Understand their responsibility to share knowledge to inform planning and decision making.
- Understand their role in order to be able to work collaboratively with classroom teachers and other colleagues, including specialist advisory teachers.
- Communicate their knowledge and understanding of pupils to other school staff and education, health and social care professionals, so that informed decision making can take place on intervention and provision.

General Expectations of all staff

- Be aware of and comply with all the Academy and Trust's policies and procedures especially relating to child protection, health and safety, security, confidentiality and data protection, and also reporting all concerns to an appropriate person.
- Haberdashers' Abraham Darby is a designated no smoking/vaping workplace. Therefore no smoking or vaping on or in the Academy premises and its environment / surroundings.
- It is expected that staff maintain a professional dress code and that staff ID badges will be worn and on show at all times. It is a mandatory requirement that all staff use the sign in app system on a daily basis.
- Develop and maintain professional and effective working relationships with all colleagues.
- To engage with pupils in a courteous, positive, caring and responsive manner. Do not use innuendo, make comments that may be construed or make jokes at the expense of pupils. Avoid making any physical contact with pupils., unless their safety is at risk.
- Safeguard yourself as well as the pupils: when speaking to a pupil or pupils in a room, always have the door open and the blinds up and sit where you and the pupils are visible from the corridor.
- To present oneself in a professional way that is consistent with the values and expectations of the Trust and Academy.

- Attending and participating in relevant meetings and training as and when required (including statutory training, safeguarding/child protection updates). These may be outside of your normal working hours.
- Support staff are required to carry out a lunch duty as defined on the lunch duty rota (this is not in place of your usual lunch break entitlement for that day)
- Be aware of and support to ensure equal opportunities for all. Understand, comply with and promote equalities in own work; to undertake appropriate training, and challenge racism, prejudice and discrimination.
- Recognise own strengths and areas of expertise and use these to advise and support others. Participate in training, meetings and other learning activities to keep up to date with developments relating to your area.
- Undertake personal and professional development and commitment in conjunction with the Academy's Performance Appraisal Review process.
- Support and contribute to the overall ethos, work, aims and vision of the Academy and Trust.
- You are expected to treat all information acquired through your employment, both formally and informally, in strict confidence.
- Act with integrity, honesty, loyalty and fairness to safeguard the assets, financial integrity and reputation of the school.
- Comply with any reasonable request from your line manager to undertake work of a similar level that is not specified in this job description.
- To undertake other duties as determined by the Principal and/or Senior Leadership Team and/or Governors that are commensurate with the designation and grading of the post and within the evolving policies of the Trust.

Any breach of these expectations will be handled under the Trust's Staff Disciplinary procedures.

PERSON SPECIFICATION

Qualifications

- Maths & English GCSE or equivalent [essential]
- Proficient with IT including Satchel One, Provision Maps, CPOMS and SIMS [desirable]
- Teaching Assistant qualification [desirable]

Experience

- Experience working with young people
- Experience working in an educational setting [desirable]

Skills & Knowledge

- Good understanding of the SEND Code of Practice areas of need of SEND and how to work with children to overcome barriers to learning
- Effective communication, listening and interpersonal skills
- Ability to manage behaviour effectively
- Good organisational and time-management skills
- Ability to communicate clearly to a range of audiences in a timely manner
- Ability to think creatively and be solutions focused
- Strong inter-personal skills and ability to diffuse challenging situations
- Good organisational skills including prioritising tasks
- Ability to work independently, act on own initiative and work accurately with attention to detail

Performance

- Ability to work effectively and command the confidence of senior staff within the Academy

Professional Development

- Evidence of continuing professional development related to the role
- Willingness to undertake any training required for the role and a strong commitment to personal continued professional development

Engagement

- Regular contribution to the wider life of the school attends/supports functions and events; offers extra-curricular opportunities

General

- Understanding the importance of and ability to work with due regard to confidentiality, data protection, safeguarding and equality at all times.
- Self-motivated and ability to work on your own and constructively as part of a team, understanding Academy roles and responsibilities, and your own position within these.
- Willingness to undertake any training required for the role and a strong commitment to personal continued professional development.
- An understanding of health and safety issues relevant to the post.
- Knowledge, understanding and commitment to safeguarding and promoting the welfare of students.
- Ability to relate to the philosophy and aims of the School and Trust.
- Awareness of the needs of employees and a commitment to equality of opportunity.

PERSONAL QUALITIES

- Reliability, integrity and confidentiality
- Professional, friendly and approachable
- Calm tactful and collaborative manner
- Open and transparent work ethic
- Flexibility – adaptability to changing circumstances and new ideas
- Ability to be a good listener who thinks on their feet
- Ability to manage and overcome setbacks
- Motivated
- Strong team player
- An excellent record of attendance and punctuality
- Take responsibility for your own professional development.

Safeguarding Statement

The Trust and the Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

All teachers and support staff are accountable for the way in which they exercise authority, manage risk, use resources and protect pupils from discrimination and avoidable harm. All staff, whether paid or voluntary, have a duty to keep young people safe and to protect them from physical harm. When an individual accepts a role that involves working with children and young people they need to understand and acknowledge that the responsibilities and trust are inherent in that role.

An Enhanced DBS check will be carried out prior to employment and this will be renewed every 5 years, and all staff are expected to sign an annual Safeguarding Declaration Form. We hold regular statutory Child Protection/Safeguarding, Online Safety and Prevent training which all staff are required to attend and/or complete via National College.

Positive Mental Health and Well-being – whole school approach

Haberdashers' Abraham Darby aims to promote a whole-school positive approach to mental health and well-being for every member of staff and student; it is fundamental to our values, mission and culture. We are a school that helps children flourish, learn and succeed by providing opportunities for them, and the adults around them, to develop the strengths and coping skills that underpin resilience.

Whilst every effort has been made to explain the main duties and responsibilities of the post, this job description may not necessarily be a comprehensive definition of the post. Support Staff are expected to comply with any reasonable request from their line manager and/or Principal/member of the senior leadership team to undertake work of a similar level that it is not included in this job description. This job description will be reviewed on a regular basis and it may be subject to modification or amendment after consultation with the postholder by the Principal and/or line manager, and may form part of the appraisal process.

This job description is to take effect from XXX