**JOB TITLE:** Teaching Assistant

**SCHOOL:** Rayner Stephens High School

**RESPONSIBLE TO:** Assistant SENDCo, SENDCo, Headteacher

**GRADE:** Grade D SCP 7–10 SCP

**HOURS:** 36 Hours per week (term time only)

**PURPOSE OF POST:**

To work under the instruction/guidance of the SENDco/Teacher/Senior staff to undertake support students in with all aspects of their barriers to learning working within The Hive Centre and within clasrroms. Assiating Studnets within their lessons or delivering individual and small group academic and pastoral programmes.

**PRINCIPAL RESPONSIBILITIES:**

|  |
| --- |
| SUPPORT FOR STUDENTS |
| * Supervise and provide particular support for students, including those with special educational needs, pupil premium students, and any others identified with a barrier to learning ensuring their safety and access to learning activities  1. Support students in with all aspects of their barriers to learning working within the HIVE Centre, delivering individual and small group academic and pastoral programmes and providing additional support within the classroom environment. 2. Assist with the development and implementation of Individual Education/Attitude to learning plans and Personal Care programmes 3. Establish constructive relationships with students and interact with them according to individual needs 4. Promote the inclusion and acceptance of all students 5. Encourage students to interact with others and engage in activities in the HIVE centre, small groups and those led by the teacher 6. Ensure where needed assistive technologies are explored to allow for barriers to learning to be removed 7. When directed share IEP with the student and include student voice and suggestions for improvement 8. Set challenging and demanding expectations and promote self-esteem and independence 9. Ensure agreed access arrangements are made available in class, there is monitoring of the normal ways of working and these are fedback to the Hive Centre Manager. 10. Provide feedback to students in relation to progress and achievement under guidance of the Assiatnt SENDCo / SENDCO and Class Teachers. 11. Track and monitor the progress of interventions delivered through the HIVE centre. |
| SUPPORT FOR THE HIVE CENTRE |
| * Ensure that all students are registered and have appropriate work during the lesson. * Ensure that all students understand and are fully supported throughout the lesson. * Ensure that the rewards policy is followed and students are rewarded for their work , attitude and contribution within lessons , within the Hive Centre and during any interventions that are delivered * Responsible for monitoring behaviour choices , following the behaviour policy when supporting in Hive , the classroom or during any interventions. * Ensuring HIVE centre records and filing are kept up to date. * Responsibility for the up keep of resources, and displays in the HIVE Centre. * Attend as directed any Inclusion / Department meetings after school * Contribute to SEND team meetings , IEP’s , meetings with parents/cares . * Provide any reports / feedback as requested by the Assistant SENDCo / SENDCo * Ensure all timetabled intervention records are kept up to date * Assist with any whole school or individual assessments / screeners * Contribute to the assess, plan , do review process * Any other duties as directed by the Assisatant SENDCo / SENDCo |
| SUPPORT FOR TEACHERS |
| * Create and maintain a purposeful, orderly and supportive environment, in accordance with lesson plans and assist with the display of students’ work * Use strategies, using the IEP’s in liaison with the teacher, to support students to achieve learning goals * Assist with the planning of learning activities * Monitor students’ responses to learning activities and accurately record achievement/progress as directed * Ensure agreed access arrangements are used within the classroom by our students * Provide detailed and regular feedback to teachers on students’ achievement, progress, problems etc. * Promote good student behaviour, dealing promptly with conflict and incidents in line with established behaviour policy and encourage pupils to take responsibility for their own behaviour choices * Establish constructive relationships with parents/carers * Administer routine tests and invigilate exams and undertake routine marking of students’ work * Support staff in sharing of positive strategies as per the IEP * Provide clerical/admin. support e.g. photocopying, typing, filing, money, administer coursework etc. |
| SUPPORT FOR THE CURRICULUM |
| * Undertake structured and agreed learning and pastoral activities/teaching programmes, adjusting activities according to pupil responses * Undertake programmes linked to local and national learning strategies e.g. literacy, numeracy, KS3, KS4, HIVE interventions and record achievement and progress and feed back to the teacher as required * Support the use of ICT in learning activities and develop students’ competence and independence in its use * Prepare, maintain and use equipment/resources required to meet the lesson plans/relevant learning and pastoral activities and assist students in their use * Attend and positively contribute to subject meetings in order to be fully informed of upcoming curriculum plan |
| SUPPORT FOR THE SCHOOL |
| * Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person * Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop * Contribute to the overall ethos/work/aims of the school * Appreciate and support the role of other professionals * Attend and participate in relevant meetings as required * Participate in training and other learning activities and performance development as required * Assist with the supervision of students out of lesson times, including before and after school, break times and at lunchtime * Accompany teaching staff and pupils on visits, trips and out of school activities as required and take responsibility for a group under the supervision of the teacher |

**Key Requirements**

* Willingness to undertake appropriate training.
* NVQ Level 2 for Teaching Assistant or equivalent qualification and/or a minimum of 2+ years relevant experience.
* Excellent numeracy and literacy skills equivalent to GCSE Grade C or above in English and Maths or equivalent.
* Training and/or knowledge of relevant learning strategies.
* Competent in effective use of ICT to support learning.
* Competent in the use of other appropriate equipment.
* Working knowledge and understanding of implementing relevant learning programme and strategies.
* Good understanding of child development and learning processes.
* Constantly improve own practice/knowledge through self-evaluation and learning from others
* Have a good understanding of the SEND process and different areas of need.
* Ability to relate well to children and adults
* Work constructively and effectively as part of a team

**GDPR**

* To adhere to GDPR and Data Protection Regulations, whilst maintaining confidentiality.

**General**

1. To participate in wider Trust and Local Authority meetings and working groups as required

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified and the post holder may reasonably be expected to undertake other duties commensurate with the level of responsibility that may be allocated from time to time

**Stamford Park Trust is committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate checks, including an enhanced DBS check.**

Signed: …………………………………… Date: ……………………………….