**LAKELANDS ACADEMY JOB DESCRIPTION**

**POST TITLE:** TEACHING ASSISTANT LEVEL 2

**GRADE:**  Grade 5- Scale points 6 – 7 (£25,183 - £25,584) per annum, pro rata

**HOURS OF WORK:** 32.50 hrs per week

**POST STATUS: P**ermanent

**Disclosure level:** Enhanced

**Responsible to:** Head of Faculty – Kettlemere Centre

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**GENERAL INFORMATION**

The post holder will work within the Kettlemere Centre, supporting students with Communication and Interaction and other special educational needs and will also facilitate and support the inclusion of the students in mainstream classes whenever appropriate. The person appointed will work under the guidance of the Head of Faculty and teaching staff within an agreed system of supervision, to implement agreed work, care and support programmes with individuals or groups, in or out of classroom. Assistance will be provided to teachers over the whole planning cycle, and with the management and preparation of equipment and resources. In addition, the professional work of teachers will be complemented by the post holder taking responsibility for specific learning activities under an agreed system of supervision. The post-holder may also occasionally supervise whole classes (within the Kettlemere Centre) during the short-term absence of teachers, the primary focus being to maintain good order, keep pupils on task and assist pupils to undertake set activities, whilst following established classroom routines.

**LINE MANAGEMENT OF THE POST**

The post holder will be responsible to the Head of Faculty, the Head of Academy and Board of Governors.

**PRINCIPAL DUTIES AND RESPONSIBILITIES**

Support for students

* Undertake the role of keyworker to a student/student, monitoring their progress against EHCP and individual targets.
* Attend to students’ personal needs and assist with the development and implementation of Individual Education, Behavioural and Personal Care programmes and strategies.
* Supervise and support students, ensuring their safety and access to learning.
* Establish constructive relationships with students and interact with them according to individual needs.
* Promote the inclusion and acceptance of all students within the mainstream school.
* Encourage students to interact and work co-operatively with others and engage in learning activities.
* Within the context of teacher led planning, set challenging and demanding expectations and promote self-esteem and independence.
* Provide feedback to students in relation to progress, achievement, behaviour and attendance.
* Supervise class groups in the short-term absence of a teacher, following normal timetabled arrangements utilising planning already in place.
* Report any issues or concerns to nominated supervising teacher (normally the Head of Faculty).
* Report on student progress and lesson outcomes to the supervising teacher using agreed formats.

Support for the teacher

* Work with the teacher in lesson planning, evaluating, adapting and adjusting lessons and work plans as appropriate.
* Use Strategies, in liaison with the teacher, to support students to achieve learning goals.
* Prepare the classroom as directed for lessons and clear afterwards. Assist with the display of pupil’s work.
* Ensure the timely and accurate design, preparation and use of specialist equipment, resources and materials.
* Monitor and evaluate students’ responses to learning activities through observation and planned recording of achievement against pre-determined learning objectives.
* Provide the teacher with objective and accurate feedback and reports as required on student achievement, progress and other matters, ensuring the availability of appropriate evidence.
* Be responsible for keeping and updating records as agreed with the teacher contributing to reviews of systems and records as requested.
* Administer and assess routine tests, invigilate exams, undertake routine marking of students work, and accurately record achievement and progress.
* Promote positive values, attitudes and good student behaviour, dealing with challenging behaviour in line with established policy and encourage students to take responsibility for their own behaviour.
* Provide general clerical and administrative support e.g. dealing with correspondence, analysing data on attendance and exclusions etc administering coursework, producing worksheets for agreed activities , photocopying, typing and filing.
* Contribute to the development and implementation of appropriate behaviour management strategies.

Support for the curriculum

* Support students understanding through use of appropriate communication.
* Have an in-depth knowledge of the strategies which are supportive to students with Communication and Interaction difficulties and Autism and use them to enable students from the centre to access the mainstream curriculum.
* Implement structured and agreed learning activities and teaching programmes, adjusting activities according to student responses
* Support students in using ICT and develop students’ competence and independence in its use.
* Be aware of and appreciate a range of activities, courses, organisations and individuals to provide support for students to broaden and enrich their learning.
* Prepare and maintain equipment and resources as directed by the teacher and assist students in their use.

Support for the Centre and the mainstream academy

* Contribute to the overall ethos/ work/ aims of the Kettlemere Centre and Lakelands Academy.
* 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 the appropriate person.
* Be aware of and support difference and ensure that all students have equal access to opportunities to learn and develop.
* 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 as required, including before and after academy start times and at break and lunchtimes.
* Accompany teaching staff and students, as appropriate, on visits, trips, and out of school activities and take responsibility for a group under the supervision of a teacher or for small groups of students, supervise independently in agreement with educational visits co-ordinator.
* Recognise own strengths and areas of expertise and use these to advise and support others.
* To undertake any other duties reasonably expected of this post.

*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.*

*“This post is exempt from the Rehabilitation of Offenders Act 1974 and as such all applicants who are appointed to this post will be subject to an Enhanced Disclosure from the Disclosure and Barring Service before the appointment is confirmed. This check will include details of cautions, reprimands or warnings as well as convictions and non-conviction information. Once provisionally appointed, the successful applicant may also be required to apply an Enhanced Disclosure at predetermined intervals during the course of their employment whilst in this post.”*

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|  | **Attributes** | **Essential** | **Desirable** |
| **Qualifications** | Good standard of education (specifically in Maths & English) | ✓ |  |
| 5 GCSE’s or equivalent including English & Maths | ✓ |  |
| (QCF) Level 2 Supporting Teaching & Learning in Schools or equivalent (or be willing to work towards in first year of employment) | ✓ |  |
| Recognised specialist qualification in ASC |  | ✓ |
| Other Recognised SEND Qualifications |  | ✓ |
| Range of Level 2 and or level 3 qualifications |  | ✓ |
| First Aid qualification |  | ✓ |
| **Work or relevant experience** | Experience of working with children with SEMH or autism |  | ✓ |
| Supporting students with a range of SEND | ✓ |  |
| Supporting targeted students in the classroom | ✓ |  |
| Working with small groups or individuals students outside the classroom. |  | ✓ |
| Supporting students in a range of settings |  | ✓ |
| Cover supervision in the short-term unexpected absence of a teacher |  | ✓ |
| Experience of working in partnership with parents and professionals from a variety of agencies |  | ✓ |
| **Skills and Abilities** | Good communication skills and ability to relate and emphasise well to children, staff and parents | ✓ |  |
| Evidence of working well as part of a team |  | ✓ |
| Ability to plan and organise effectively | ✓ |  |
| Ability to communicate appropriately and effectively and to empathise with students with Autism, SEND and other complex needs | ✓ |  |
| Ability to interpret and adapt teacher’s planning to meet needs of individual students | ✓ |  |
| Ability to adjust activities planned by the teacher to ensure participation by students from the centre. | ✓ |  |
| **Knowledge and Understanding** | An awareness of school based education including child development | ✓ |  |
| Knowledge and understanding of the SEND code of practice. | ✓ |  |
| Knowledge of strategies which work well for students with Autism and the ability to use them to ensure curriculum access for students from the centre | ✓ |  |
| Good IT Skills and knowledge of software and websites in order to carry out administrative tasks and support students with activities in classroom and support students learning. | ✓ |  |
| Good understanding of positive behaviour management strategies. | ✓ |  |
| Appreciation of absolute confidentiality of information received in Academy | ✓ |  |
| Have a good knowledge of strategies that help break down barriers to learning and be able to assist teachers with building them into their planning. |  | ✓ |
| **Personal Qualities** | Ability to bring to the role initiative, enthusiasm and commitment | ✓ |  |
| Patience and firmness | ✓ |  |
| Flexibility and reliability | ✓ |  |
| Commitment to own professional development | ✓ |  |
| Good sense of humour | ✓ |  |
| High Professional standard. | ✓ |  |
| Willingness to contribute to extra-curricular activities | ✓ |  |
| Strong commitment to inclusion | ✓ |  |
| Positive ’Can do’ Attitude | ✓ |  |
|  | Resilient, energetic, yet calm. | ✓ |  |

**Person Specification**

In addition to candidates’ ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children including:

* Motivation to work with children and young people;
* Ability to form and maintain appropriate relationships and personal boundaries with children and young people;
* Emotional resilience in working with challenging behaviours.

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