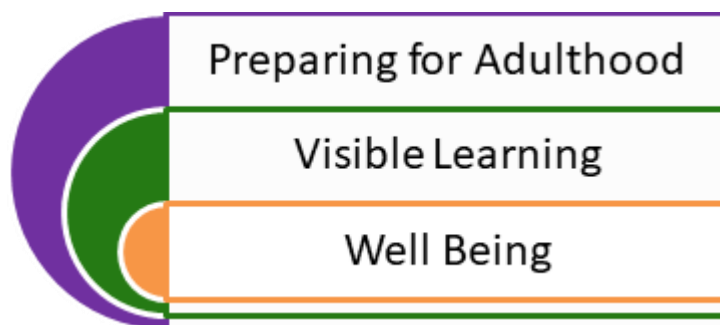


Stormont House School Teaching Assistant Job Description
Salary Scale 4 (Term time only) £25024.73 - £26122.24
33.5 hours per week

Our vision

Achievement for all in a unique world-class school

Whole School Priorities



This Job Description and Person Specification should be read in association with all other recruitment information and the priorities of the School Development Plan

What is the purpose of the role?

- To provide support for students, teachers, and other staff in order to raise standards of achievement for all students
- encourage students to become more independent learners
- provide support for their emotional, social and physical welfare
- support the inclusion of students in all aspects of school life

All teaching assistants have the following responsibilities:

1. Working positively with people of diverse backgrounds, characteristics, and experiences to achieve the School Vision of “Achievement for all in a unique, world-class school”
2. To work under the direction of the Line Manager, class teachers and other staff to support the learning of whole classes, selected groups or individuals as instructed.
3. To assist in meeting the special educational needs (SEND) of all students through partnership working with teachers and other professionals
4. To ensure that children are well safeguarded, supported and guided in their personal development and academic progress.

Part 2 The following list of responsibilities is not intended to be exhaustive, but to act as a guide to the range of duties undertaken.

5. Carrying out programmes of work under the supervision of the class teacher, to support student/s learning e.g. breaking down learning tasks into smaller sections, using approaches that match individual student’s SEND with the use of signs and symbols as appropriate.

Students

6. Assisting students in developing appropriate behaviour in accordance with the school's behaviour policy and school code. Maintaining high standards and expectations of student behaviour, dealing with any incidents appropriately and professionally.
7. Initiating appropriate play activities and socialisation opportunities for students during lunch and break times while maintaining appropriate levels of overall student supervision.
8. Carrying out necessary physical tasks for the care of the student, e.g. toileting, changing, eating/ drinking, giving prescribed medication (under supervision and with training), and to assist in the development of self-help and independence skills.
9. Working collaboratively with specialist professionals (e.g. physiotherapists, occupational and speech and language therapists, specialist teachers of the deaf/ visually impaired) to assist in meeting identified student needs. This will require appropriate training, actively undertaking responsibility for provision of the agreed programmes and/or equipment and reporting on outcomes.
10. After relevant training, carrying out simple routine maintenance of equipment needed for the student, e.g. charging radio aids or ensuring computers are ready for use and reporting problems with equipment to the appropriate member of staff.
11. To actively strive to raise achievement and provide equality of opportunity for all students.
12. To ensure that children are well safeguarded, supported and guided in their personal development and academic progress.

Communication

13. After relevant training, responsibility for ensuring that students use appropriate computer equipment and software in order to improve their achievement. This will include laptops, communication aids and software provided to meet individual student's needs.
14. Ensuring student progress records are up to date and discussing them with teachers and other professionals. Contributing to relevant meetings that discuss student progress with parents/carers.
15. Actively gaining an understanding of student's individual special needs and communicating these to others who may be less familiar with them.
16. Working in a confidential manner at all times with regard to both the support of students and wider school team.
17. Participating in appropriate and relevant training as identified by the line manager or the Senior Leadership Team.
18. Carrying out all duties in the context of, and in compliance with, the School's Equal Opportunities, Health & Safety and other relevant policies.
19. Any other duties that may be required of you to assist in the smooth running of the school as instructed by the class teacher, line manager or senior leadership. These may include supporting Physical Education and swimming, getting in the water with particular groups of children;

ensuring all equipment is available and ready for use at the start of each lesson; keeping the classroom tidy and well-organised; prepare resources for classroom use; photocopy materials; mount work for display.

20. The school provides the opportunity for training in First Aid.

General Duties and Responsibilities:

21. Applicants must show ability for working creatively and therapeutically with children with a wide range of complex SEND, some of whom may present with challenging and/or delayed development.
22. Applicants must have the ability to work co-operatively with other professionals in a multi-disciplinary setting to meet the needs of the students.
23. Enhanced DBS check
24. Strong commitment to furthering equalities in both service delivery and employment practice
25. A willingness to operate flexibly within the role, which may mean reallocation to a different class or group of students without notice.
26. The post holder must at all times carry out his/her responsibilities with due regard to the Hackney Education's policy, organisation and arrangements for Health and Safety at Work.
27. It is your responsibility to carry out your duties in line with the policy on Equality and Diversity and staff Code of Conduct, be sensitive and caring to the needs of others, promoting a positive approach to a harmonious working environment.
28. You must promote and safeguard the welfare of children, young and vulnerable people that you are responsible for or come into contact with.
29. Discussing student progress with teachers and other professionals.
30. Responsibility for taking an active part in supervising and supporting students at all times. This could include collecting students from their transport each morning and putting them on transport at the end of the day. Supervising and supporting on all educational activities, including educational visits, independent travel programmes and mainstream reintegration placements, reporting on students' progress and assisting in developing student independence and confidence.
31. **We take safeguarding children seriously**
As part of the shortlisting process, we will carry out an online search (including social media) on all applicants. Employment is not confirmed until a reference from your current/most recent Headteacher and enhanced clearance from the Disclosure and Barring Scheme (DBS) are received.

Line Manager: Senior leadership team member

At a time of rapid educational change, job descriptions cannot be prescriptive. It may be that some alteration is necessary as circumstances dictate, and as new needs arise. Job descriptions are reviewed annually as part of the performance management process.

SELECTION CRITERIA for the post E=Essential, D=Desirable

1.	Qualifications NVQ 2 for Teaching Assistants or equivalent qualifications or experience.	E
2.	Experience Able to demonstrate an interest in working with children in an urban multi-cultural environment and in accordance with the School's Equal Opportunities Policy.	E
3.	Experience of working with students, either in a mainstream or Special School setting.	E
4.	Knowledge Ability to work creatively and therapeutically with children with a wide range of complex SEND, some of whom may show challenging behaviours.	E
5.	An understanding of, and enthusiastic commitment to, <ul style="list-style-type: none"> • The shared school vision • Your personal contribution to moving us closer to that vision • Working effectively with people from diverse backgrounds 	E
6.	An understanding that students with ASD, SCLN and MLD have different learning styles from each other and from mainstream students.	E
7.	An understanding of typical child development and how students with complex needs may differ.	E
8.	Skills Ability to work co-operatively with other professionals in a multi-disciplinary setting to meet the needs of the students.	E
9.	Ability to communicate effectively both orally and in writing with adults and students.	E
10.	An interest or an ability to learn computer skills.	E
11.	Ability to relate well to children and adults.	E
12.	Work constructively as part of a team understanding classroom roles and responsibilities and your own position within the team.	E
13.	Participate in development and training opportunities e.g Positive Handling training and Communications training-signs and symbols e.g. Makaton, Communicate in Print.	D
14.	Evidence of active commitment to ensuring that all children, whatever their needs or background, are well safeguarded, supported and guided in both their personal development and academic progress.	E
15.	To pro-actively ensure that Equalities and Diversity policies are implemented throughout curriculum planning/delivery and pastoral work, being able to give examples of where this has been successful (for example) in tackling potential underachievement.	E