

Job Description

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

Post title: Specialist Teaching Assistant (Level 3) with SEMH Responsibility

Grade: G, SCP 12-15

To work under the guidance of teaching/senior staff and within an agreed system of supervision, to implement agreed work programmes with individuals/groups, in or out of the classroom. This could include those requiring detailed and specialist knowledge in particular areas and will involve assisting the teacher in the whole planning cycle and the management/preparation of resources. Staff may also supervise whole classes occasionally (e.g During immediate short-term absence of teacher whilst longer term plans are made) or for short periods with teacher's planning provided (eg to cover meetings).

The job is carried out using specialist skills, knowledge and equipment within a special context, working with children with substantial additional challenges which may be learning, physical, emotional or behavioural.

Main Responsibilities

Support for Pupils

- Use specialist (curricular/learning) skills/training/experience to support pupils
- Take responsibility for a caseload of students inside and outside of the classroom during structured and unstructured time;
- To provide specialist knowledge for students with specific adaptation and equipment needs, advising, sourcing, ordering bespoke resources, creating leaflets and/or written information where necessary;
- Give specialist advice via multiple communication methods on individual students needs and on specialist subjects;
- Assess the needs of students and use detailed knowledge and specialist skills to support students' educational progress and attainment;
- Liaise sensitively and effectively with parents and carers with regards to their role in students' educational and life skills progress, ensuring confidentiality is respected;
- Deliver intervention programs to individuals and small groups, preparing relevant and appropriate learning experiences in conjunction with the department staff;

- Attend weekly Vulnerable Learners meeting as required feeding back on pupil intervention, progress and impact;
- Discuss reasons for underperformance with students, through interview;
- Liaise regularly with the Head of Department and teachers to inform them of progress and provide relevant feedback;
- Track and monitor student life skill targets and/or EHCP outcomes, discussing progress with parents, students, staff and external agencies and agreeing new targets/EHCP outcomes with Interim/Annual Reviews;
- Provide case studies, pen portraits/case studies and reports for students to evidence impact of the support you have provided;
- Complete student risk assessments, individual health care plans and personal emergency evacuation plans where necessary;
- Lead Person Centred Reviews/EHCP Reviews for the students within your caseload where necessary;
- Support exam revision sessions as required;
- To attend curriculum and departmental meetings, academy briefings and CPD as required;
- Undertake training where appropriate;
- To provide assistance and cover to the St Christopher's Centre and ARC as required;
- To collect work from teaching staff to enable a full bank of resources for students to access the full curriculum and return as appropriate;
- Facilitate a smooth transition between educational phases, managing student assessments to determine levels and managing appropriate interventions;
- Support students in their social and emotional wellbeing, reporting problems as appropriate.
- Establish productive working relationships with pupils, acting as a role model and setting high expectations
- Promote the inclusion and acceptance of all pupils within the classroom
- Support pupils consistently, whilst recognising and responding to their individual needs
- Encourage pupils to interact and work cooperatively with others and engage all pupils in activities
- Promote independence and employ strategies to recognise and reward achievement of self-reliance
- Provide feedback to pupils in relation to progress and achievement

Support for the Teacher

- Work with the teacher to establish an appropriate learning environment
- Work with the teacher in lesson planning, evaluating and adjusting lessons/work plans as appropriate
- Monitor and evaluate pupils' responses to learning activities through observation and planned recording of achievement against predetermined learning objectives
- Provide evidence based, objective and accurate feedback as required, to the teacher on pupil achievement, progress and other matters

- Accurately record achievement/progress of interventions
- Promote positive values, attitudes and good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour
- Liaise sensitively and effectively with parents/carers as agreed with the teacher within your role/responsibility and participate in feedback sessions/meetings with parents with, or as directed
- Administer and assess routine tests and invigilate exams/tests
- Provide general clerical/admin. support e.g. small group intervention and produce worksheets for agreed activities etc.

Support for the Curriculum

- Implement agreed learning activities/interventions, adjusting activities according to pupil responses/needs
- Help pupils to access interventions and their timetabled lessons through specialist support where appropriate
- Determine the need for, prepare and maintain general and specialist equipment and resources

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 Catholic ethos/work/aims of the school
- Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils
- Complete first aid training and be deliver first aid where required
- Attend and participate in regular meetings
- Participate in training and other learning activities as required
- Recognise own strengths and areas of expertise and use these to advise and support others
- Provide appropriate guidance and supervision and assist in the training and development of staff as appropriate
- Undertake planned supervision of pupils' out of school hours learning activities
- Supervise pupils on visits, trips and out of school activities as required
- Assist with the supervision of pupils out of lesson times, including before and after school and at lunchtime
- Accompany teaching staff and pupils on visits, trips and out of school activities as required and take responsibility for students under the supervision of the teacher

Safeguarding, Equality & Diversity and Health & Safety

- To safeguard and promote the welfare of children for whom you have responsibility or come into contact with, to include adhering to all specified procedures.
- To carry out your duties with full regard to the NPCAT's Equality Policy and objectives.
- To comply with Health and Safety policies, organisation statements and procedures, report any incidents/accidents/hazards and take a proactive approach to health and safety matters in order to protect both yourself and others.

These duties are neither exclusive nor exhaustive. Employees are expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this Job Description.

PLEASE NOTE THAT SUCCESSFUL APPLICANTS WILL BE REQUIRED TO COMPLY WITH ALL ACADEMY TRUST POLICIES.

THE SUCCESSFUL APPLICANT WILL BE SUBJECT TO FULL ENHANCED DISCLOSURE CHECKS AND THESE WILL BE SUBJECT TO RECHECKING AS APPROPRIATE

Person Specification

Stage	Essential		Desirable	
Qualifications & Training	E1	Level 3 qualification for Teaching Assistants or willingness to work towards	D1	Recent safeguarding training
	E2	Very good numeracy/literacy skills	D2	Appropriate first aid training
	E3	Training in the relevant area e.g. literacy and/or in particular curriculum or specific learning area e.g. bi-lingual, sign language, dyslexia, ICT, maths, English, CACHE etc.	D3	Trauma informed practice training
Experience	E4	Working with children of relevant age		
Knowledge & Skills	E5	Can use ICT effectively to support learning	D4	An understanding of childhood trauma, ACEs and SEMH needs.
	E6	Use of other equipment technology – video, photocopier		
	E7	Full working knowledge of relevant policies/codes of practice and awareness of relevant legislation		
	E8	Working knowledge of national/foundation stage curriculum and other relevant learning programmes.		
	E9	Understanding of principles of child development and learning processes		
	E10	Ability to self-evaluate learning needs and actively seek learning opportunities		
	E11	Ability to relate well to children and adults		
	E12	Work constructively as part of a team, understanding classroom roles		

		and responsibilities and your own position within these		
Personal Characteristics	E13	Committed Enthusiastic Organised Flexible Patient Resourceful Empathetic		
Special Requirements	E14	An understanding of the Catholic ethos of NPCAT		
	E15	An understanding of safeguarding and child protection requirements		