

JOB DESCRIPTION & PERSON SPECIFICATION

TEACHING ASSISTANT (KS3-5)

Full-time, term time only

Responsible to: Senior Leadership Team

Could you make a difference at Cedars?

At Cedars Academy, our Teaching Assistants are at the heart of school life. They help children and young people feel safe, understood and ready to learn. No two days are quite the same, but the relationships you build and the difference you make can have a lasting impact.

We support children and young people with complex needs across our Low Fell and High Heworth settings in Gateshead, from early years through to post-16. This role is based at High Heworth, where you will work with young people in Key Stages 3, 4 and 5 as part of supportive and dedicated class teams.

You don't need to have worked in a school or already hold a Teaching Assistant qualification. You may bring experience from care, residential support, community work or supporting a family member. What matters most is your approach to children, your willingness to learn and the care and commitment you bring to the role. We would also love to hear from experienced or qualified Teaching Assistants.

The person we are looking for

You will be warm, patient and emotionally resilient, with a genuine commitment to understanding and supporting each child. You will recognise that behaviour is often a form of communication and respond with empathy, flexibility and calmness, even in challenging situations. You will enjoy being part of a team, while having the confidence to use your initiative, think on your feet and adapt your approach to meet individual needs. You will enjoy supporting a student-led curriculum where Preparation for Adulthood and access to the community are key to ensuring our young people are fit for life and ready for their next challenge beyond Cedars Academy.

What you can expect from us

You will not be expected to know everything on day one. We provide induction, training, mentoring and support from experienced colleagues. We are committed to helping you develop your skills and confidence, with opportunities to work towards relevant Teaching Assistant qualifications. We value people who ask questions, reflect on their practice and grow with us.

To apply, please complete the application form and return it to recruitment@cedarstrust.org.uk

If you would like to have an informal discussion about the role, or arrange a visit to our Academy, please email **Dan Hearne, Deputy Headteacher** at daniel.hearne@cedarstrust.org.uk or **Gareth Kyle, Business Manager** at gareth.kyle@cedarstrust.org.uk

Safeguarding Statement

All staff and trustees are committed to our moral and statutory responsibility to safeguard and promote the welfare of all children at Cedars Academy. We endeavour to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support and protection. Our safeguarding procedures apply to all staff volunteers, visitors and trustees and are consistent with those of the Gateshead Safeguarding Children Partnership.

Job Description	
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	
Summary of the role:	To undertake work/care/support programmes, prepare general support in the preparation and maintenance of resources and support the class team in ensuring the health and safety of children. Work may be carried out in the classroom, outside or in any of our therapeutic spaces. Teaching assistants work under the guidance of the Class Lead.

	A commitment to developing Relational Practice and positive regard for children is essential to the role. To act as a Key Person for a small number of learners and their families, being the first point of contact for the family and communicating learning through Trust channels.
Accountable to:	Senior Leadership Team
Main duties and responsibilities:	Supporting our children and young people • Build warm, trusting and professional relationships, helping children feel safe, valued and understood. • Support children to access learning, develop their communication skills, build confidence and become as independent as possible. • Recognise and respond to individual learning, communication, sensory and emotional needs, adapting approaches to suit each child. • Respond calmly, sensitively and consistently to behaviours that may challenge, seeking to understand what children are communicating through their behaviour. • Support children's personal care, health and physical wellbeing needs with dignity and respect. This may include intimate care, mobility, moving and handling, and support with eating and drinking, following individual plans, agreed procedures and appropriate training. • Encourage positive relationships, participation and inclusion in all aspects of school life. • Promote learning opportunities for young people in the classroom and the community, supporting Preparation for Adulthood. Working as part of the class team • Work closely with teachers and colleagues to create a positive, engaging and supportive learning environment. • Support learning activities and individual learning plans, following guidance while using initiative and professional judgement when appropriate. • Observe and share information about children's learning, progress and wellbeing, contributing to relevant records and communication. • Work together to support children's emotional and sensory regulation, adapting approaches as needs and situations change. • Help prepare and maintain learning environments and resources, including classrooms, outdoor areas and therapeutic spaces. Contributing to the wider Academy • Play an active and flexible role in school life, including supporting educational visits, enrichment activities, transitions and daily routines. • Follow safeguarding, health and safety, confidentiality and other Academy policies, reporting concerns promptly and appropriately. • Demonstrate professionalism, reliability and positive regard for children, families and colleagues. • Take part in training, mentoring and professional development, reflecting on practice and being open to learning. • Undertake other reasonable duties appropriate to the role and grade, as directed.

Person Specification**TEACHING ASSISTANT: KS 3, 4 & 5**

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

	Essential	Desirable	Method of assessment
Qualifications	Good literacy and numeracy skills appropriate to the role	TA Qualification Level 2/3 Childcare qualification or other relevant training.	Production of the applicant's certificates
Experience:	Experience of supporting, caring for or building positive relationships with others, gained through employment, volunteering or personal experience Ability to work positively as part of a team	Experience in education, care, residential support or similar settings Experience supporting children or young people with SEND, communication differences or emotional regulation needs Experience of working with young people in a secondary, post-16 or community setting	Contents of the Application Form Interview Professional references
Skills	Ability to build warm, trusting and professional relationships Communicate clearly and adapt to individual communication needs Work independently and collaboratively Respond calmly and flexibly to changing situations Encourage participation, independence and learning	Experience using alternative or augmentative communication approaches, specialist learning resources or relevant IT systems	Contents of the Application Form Interview Professional references
Knowledge	An appreciation that every child has individual strengths, needs and ways of communicating Understanding of the importance of safeguarding, inclusion and professional boundaries Willingness to develop knowledge of SEND and specialist approaches through training	Knowledge of child development, SEND, sensory and emotional regulation, relational practice or relevant curriculum approaches	Contents of the Application Form Interview Professional references
Personal competencies and qualities	Warm, caring and patient, with genuine enthusiasm for supporting children and young people Emotionally resilient, adaptable and able to remain calm in challenging situations Empathetic and respectful, seeking to understand the reasons behind behaviour	Enthusiasm for contributing to enrichment activities and wider school life	Contents of the Application Form Interview Professional references

	Reliable, reflective and open to feedback and learning.		
Pre-employment requirements	Appointment will be subject to satisfactory completion of the Academy's safer recruitment checks, including: Right-to-work documentation An enhanced DBS check, including a Children's Barred List check where the role is eligible Satisfactory references and other relevant pre-employment checks Ability to undertake the duties of the role, with reasonable adjustments where appropriate, subject to relevant pre-employment health checks		DBS Clearance Work permit Valid documentation Occupational Health questionnaire Satisfactory references

COMPLETED APPLICATION FORMS SHOULD BE FORWARDED TO: recruitment@cedarstrust.org.uk

Or CEDARS ACADEMY TRUST, IVY LANE, LOW FELL, GATESHEAD, NE9 6QD

This Job Description is a general outline of the post as it is currently perceived by Cedars Academy. It is not intended to be restrictive or definitive.

Each member of staff will have an individual work plan agreed with them following appointment to the post, which is aligned to the organisation's strategic plan.

The responsibilities of the post may change in line with continuous improvements as Cedars Academy aims to meet its vision and best respond to the needs of disabled people accessing our services.

This job description will be reviewed annually (and may be reviewed at any other time) and if necessary other duties at no higher level of responsibility may be interchanged with/added to this list as required following consultation between the post holder and the head teacher.

CEDARS ACADEMY IS AN EQUAL OPPORTUNITIES EMPLOYER