

JOB DESCRIPTION & PERSON SPECIFICATION
KS3/4/5 TEACHING ASSISTANT: Level 2 Grade D (Pro rata, term time only)

Salary/Grade: Level 2

Responsible to: KS3/4 AHTs

Cedars Academy is a specialist school for young people aged 3 to 19 years with physical, sensory and medical needs, speech, language and communication disorders, autism, and a wide range of other complex needs often associated with emotional vulnerability. Our curriculum is highly individualised and focuses on the promotion of communication, emotional development, resilience, and the development of personal and social skills.

We are currently seeking to appoint a full time Teaching Assistant in Key Stages 3/4. Candidates must be prepared to work flexibly across **all** Key Stages when required. This role ideally requires the candidate to have experience of working with students with learning difficulties and disabilities. They should also be able to demonstrate the ability to work effectively within a team to support the planning, delivery and assessment of student learning and personal development programmes.

We are looking for driven and motivated individuals with innovative ideas, and a passion for working with young people, who would like to be part of a growing organisation.

The successful candidates will be dynamic and flexible, with a good standard of literacy and numeracy. They will also be committed to working with young people who have learning difficulties and/or physical disabilities.

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 work under the guidance of teaching/senior staff and within an agreed system of supervision, to implement agreed work or personal development 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 working closely within a Classroom/Curriculum Team to fully support the planning/delivery/assessment cycle and with the management/preparation of resources. Work may be carried out in the classroom or outside the main teaching area. Level 2 requires less direct instruction/guidance from the teacher. 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 coordinating/collating necessary information for reports and assessments.
Accountable to:	The Senior Leadership Group

Main duties and responsibilities:

Providing support for pupils by

- Using specialist (curricular/learning) skills/training/experience to support pupils
- Assisting with the development and implementation of Individual Learning Plans
- Establishing productive working relationships with pupils, acting as a role model and setting high expectations
- Promoting the inclusion and acceptance of all pupils within the classroom
- Supporting pupils consistently whilst recognising and responding to their individual needs
- Encouraging pupils to interact and work co-operatively with others and engage all pupils in activities
- Supporting and encouraging pupils to demonstrate a resilient approach to learning and in their peer relationships
- Promoting independence and employ strategies to recognise and reward achievement of self-reliance
- Providing feedback to pupils in relation to progress and achievement
- Implementing a range of learning strategies and curricula and make effective use of opportunities provided by other learning activities to support the development of relevant skills
- Supporting the use of ICT in learning activities and develop pupils' competence and independence in its use
- Supporting young people with Social, Emotional or Mental Health difficulties to overcome their barriers to learning so that they can achieve.

Providing Support within Classroom/Access to Learning Teams by

- Working with the Team Leader/Teacher to establish an appropriate learning environment
- Working closely within a Classroom Team to inform lesson planning, evaluating and adjusting lessons/work plans as appropriate
- Monitoring and evaluating pupils' responses to learning activities through observation and planned recording of achievement against pre-determined learning objectives
- Providing objective and accurate feedback and reports as required, to the teacher on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence
- Being responsible for keeping and updating records as agreed with the teacher, contributing to reviews of systems/records as requested
- Undertaking marking of pupils' work and accurately record achievement/progress
- Promoting 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
- Liaising 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
- Administering and assess routine tests and invigilate exams/tests
- Providing general clerical/admin support e.g. administer coursework, produce worksheets for agreed activities etc.
- Determining the need for, prepare and maintain general and specialist equipment and resources

Providing support for the Academy by

- Contributing to the overall ethos/work/aims of the school.
- Working within a designated School Improvement Team to facilitate school improvement programmes across the Academy as described in the School Improvement Plan.
- Attending to the personal needs of individual students as directed by the Senior Leadership Group and completing the relevant training to do this safely.
- Working as part of the team in ensuring all students are collected safely at the end of the day by school transport, parents or carers.
- Playing a full and flexible role in the corporate life of the school e.g. by completing yard duties, supporting educational visits and other extra-curricular activities.
- Contributing to and maintaining the high standard of display across the Academy.
- Be committed to the safeguarding and promotion of the welfare of children and young people.
- Being aware of and complying with policies and procedures relating to child protection, behaviour, anti bullying, anti racism, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person
- Being aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
- Setting an example to students through exemplary conduct, professional and tidy appearance, **excellent time-keeping** and **attendance**.
- Establishing constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils.
- Attending and participate in regular meetings.
- Participating in training and other learning activities as required.
- Recognising own strengths and areas of expertise and use these to advise and support others.
- Providing appropriate guidance and supervision and assist in the training and development of staff as appropriate.
- Such other responsibilities allocated which are appropriate to the grade of the post.

Person Specification
KS3/4 TEACHING ASSISTANT: Level 2 Grade D
 The School 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
	These are qualities without which the Applicant could not be appointed	These are extra qualities which can be used to choose between applicants who meet all of the essential criteria	
Qualifications	<p>NVQ Level 2 for Teaching Assistants or equivalent qualification</p> <p>Good Numeracy & literacy Skills eg level 2 qualification in English and Maths GCSE/O Level or equivalent qualification</p> <p>Training/qualifications in relevant learning strategies and specialist knowledge in a particular curriculum area</p>	<p>DfES Teacher Assistant Induction Programme</p> <p>Full First Aid Qualification</p> <p>ICT competency and/or qualification</p>	Production of the applicant's certificates
Experience:	Working with and supporting young people with additional needs in an educational setting	Working with young people in an educational setting	Contents of the Application Form Interview Professional references
Skills	<p>Ability to relate to pupils with a range of SEN, including social, emotional and behavioural difficulties and vulnerable young adults</p> <p>Ability to use IT effectively for learning and associated administrative duties</p> <p>Adaptable and flexible towards different learner needs</p> <p>Ability to inspire and motivate learners and others</p> <p>Ability to work effectively and positively as a team member</p> <p>Innovative and enthusiastic approach</p> <p>Ability to liaise with external contacts, other staff and parents/carers</p> <p>Evidence of strong relationships with students and a concern for their individual progress</p>	Proven ability to cope with and manage change	Contents of the Application Form Interview Professional references

	<p>Positive attitude to Equal Opportunities</p> <p>Ability to communicate clearly both verbally and in writing</p> <p>Effective organisational skills</p> <p>Effective interpersonal skills</p> <p>A flexible approach to meeting the objectives of the job: solutions focused</p> <p>Professional approach at all times</p>		
Knowledge	<p>Knowledge of methods of working with pupils with SEN, emotional, behavioural or social/communication disorders</p> <p>Considered understanding of the principles of child development and learning processes</p>		<p>Contents of the Application Form</p> <p>Interview</p> <p>Professional references</p>
Personal competencies and qualities	<p>Motivation to work with children and young people with SEN, including emotional, behavioural and social communication disorders</p> <p>Ability to form and maintain appropriate relationships and personal boundaries with children and young people</p> <p>Emotional resilience in working with challenging behaviours</p> <p>Motivated to support the extra-curricular and enrichment work of the Academy</p> <p>Good timekeeping and reliability</p> <p>Good attendance record</p> <p>A sense of humour</p>		<p>Contents of the Application Form</p> <p>Interview</p> <p>Professional references</p>
Other Requirements post job offer	<p>Valid work permit and DBS clearances</p> <p>Able to fulfil the Occupational Health requirements for the post</p> <p>Appropriate Job References</p>		<p>DBS Clearance</p> <p>DBS Clearance</p> <p>DBS Clearance</p> <p>Work permit</p> <p>Valid documentation</p> <p>Occupational Health questionnaire</p> <p>2 satisfactory references</p>

COMPLETED APPLICATION FORMS SHOULD BE FORWARDED TO:

Daniel Hearne

CEDARS ACADEMY, IVY LANE, LOW FELL, GATESHEAD, NE96QD: daniel.hearne@cedarstrust.org.uk

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.

This job description has been agreed by:

Name: (Signed)

Name: (Headteacher) (Signed)

Date:

CEDARS ACADEMY IS AN EQUAL OPPORTUNITIES EMPLOYER

