

JOB DESCRIPTION

POST TITLE: Teaching Assistant Resource Level 3 (Senior Academy)

OVERALL PURPOSE OF THE POST

We are seeking to appoint a passionate and experienced L3 Teaching Assistant, to work as part of our Inclusion Team, who will work collaboratively with the Integrated Resource Manager to support students who attend our key stage 3 and 4 20 place ASD Integrated Resource provision.

The aim of the resource is to equip students with the skills they need in order to be able to access mainstream education. Alongside this, we support them to develop the personal, social and emotional skills that they need to be happy and healthy—ready for the workplace and adult life.

We are looking for a candidate who:

- Has skills and experience of teaching and supporting students with ASD.
- Has experience of working effectively with children with ASD, ideally in a Base or specialist setting.
- Can work effectively with children who have emotional needs.
- Has a good understanding of children with special educational needs and how to inspire and motivate them.
- Has excellent spoken and written language skills and is able to challenge, inspire and motivate others.
- Has high expectations and is dedicated in empowering children to fulfil their full potential.
- Supports and promotes the inclusive ethos of the school through the development of personalised learning programme and the integration of students into mainstream, where appropriate.

The post-holder may also be responsible for the management and development of a specialist area within the academy and/or management of other Teaching Assistants, including allocation and monitoring of work and training.

MAIN DUTIES AND RESPONSIBILITIES

Support for Students

- Lead by example and demonstrate a passion for learning and how to respond to change.
- Provide support to students in both the Resource and within a classroom setting.
- Assess the need of pupils and use detailed knowledge and specialist skills to support students' learning.
- Establish productive working relationships with students, acting as a role model and setting high expectations.

- Promote the inclusion and acceptance of all students within the Resource and wider academy setting.
- Support students consistently whilst recognising and responding to their individual needs.
- Encourage students to interact and work cooperatively with others and engage all students in activities.
- Promote independence and employ strategies to recognise and reward achievement and self-reliance.
- Provide feedback to students in relation to progress and achievement.

Support for the Teacher

- Organise and manage appropriate learning environment and resources.
- Within an agreed system of supervision, plan and teach challenging teaching and learning objectives to evaluate and adjust lessons/ work plans as appropriate.
- Have a secure understanding of the KS2 and KS3 curriculum.
- Monitor and evaluate students' responses to learning activities through a range of assessments and monitoring strategies against pre-determined learning objectives.
- Provide objectives and accurate feedback and reports, as required, to the teacher, on students' achievement, progress and other matters, ensuring the availability of appropriate evidence.
- Record progress and achievement in lessons/activities systematically and provide evidence of range and level of progress and attainment.
- Work within the established discipline policy to anticipate and manage behaviour constructively, promoting self-control and independence.
- Support the role of parents in pupils' learning and contribute to/lead meetings with parents to provide constructive feedback on pupil progress / achievement etc.
- Administer and assess/ mark tests and invigilate exams/ tests.

Support for the Curriculum

- Plan, deliver and assess learning activities to students, within the agreed system of supervision, adjusting activities according to pupil responses/ needs.
- Deliver local and national learning strategies, e.g. Literacy, Numeracy, Early Years and make effective use of opportunities provided by other learning activities to support the development of pupils' skills.
- Use ICT effectively to support learning activities and develop students' competence and independence in its use.
- Select and prepare resources necessary to lead learning activities, taking account of students' interests and language and cultural backgrounds.
- Work collaboratively with the Resource manager to advise on the appropriate deployment and use of specialist aid / resources / equipment.

Support for the Academy

- Be aware of and comply with policies and procedures relating to Safeguarding, Health and Safety, confidentiality and data protection, reporting all concerns to an appropriate person in accordance with policy.
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.

- Contribute to and promote the overall ethos/aims of the academy and trust.
- Establish constructive relationships and communicate with other agencies / professionals, in liaison with the teacher, to support achievement and progress of students.
- Take the initiative, as appropriate, to develop appropriate multi-agency approaches to supporting students.
- Recognise own strengths and areas of expertise and use these to achieve and support others.
- Deliver out of school learning activities within the guidelines established by the academy.
- Contribute to the identification and execution of appropriate out of school learning activities, which consolidate and extend work carried out in class.
- There may be an occasional requirement to attend work outside of the normal working day for which appropriate payment would be made.

General duties and responsibilities

- Appropriate knowledge of First Aid will be required, for which training will be provided.
- To appropriately maintain the confidentiality of the working environment.
- Contribute to and promote the overall ethos/aims of the academy/trust.
- Support and maintain a positive working environment between colleagues across the academy.
- To undertake training as required and be keen to develop and share specialist experience.
- To be familiar and comply with all relevant Health and Safety, Management of Risk, Operational, Personal, Data Protection and Financial Regulations policies and procedures.
- To ensure duties and responsibilities are carried out in a safe manner and safe working practices are adopted, in accordance with the Health and Safety at Work Act, 1974.
- To understand and comply with procedures for emergency evacuation.
- The role is based at in the specified academy but may involve working at locations in the trust.

The post holder will be expected to work in a flexible manner undertaking any reasonable duties commensurate within the range and grade of the post, or indeed lesser duties as directed and whether detailed within this profile or not, but as required by the academy to enable students to achieve and reach their full potential. This is an outline job profile only to indicate the general purpose and level of responsibility of the post. Duties may vary from time to time without changing the character of the post or general level of responsibility.

OTHER

All ACET staff are expected to:

- Appropriately maintain the confidentiality of the working environment;
- Promote and support the aims, ethos and vision of the academy/trust;
- To comply with all ACET policies and procedures;
- To comply with all statutory guidance as relevant for their role, including the Health and Safety at Work Act 1974;
- Work in a flexible manner, undertaking any reasonable duties commensurate with the salary and grade of the post.
- Work in other ACET academies, as required (with travel payment if appropriate).

The purpose of this job profile is provide an overview of the duties and responsibilities involved in this role, however it is not intended to be exhaustive. In consultation with the post holder, this profile may be reviewed and could be subject to change during the course of employment.

ACET is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.