

Relief Level 2 Teaching Assistant (Learning Coach)

Salary £13.09 Per hour

Job Description

Purpose of the Post

Our Learning Coaches will:

- Add value to what our subject teachers do within, and beyond, the classroom
- Promote our students' independence, self-esteem, and social inclusion
- Give support to students', individually or in groups, so they can access the curriculum, take an active part in their learning, and experience a sense of achievement
- Support the wider school team in keeping accurate records of student performance
- Deliver academic / care & medical / wellbeing programmes as required
- Respect the confidentiality of information relating to the school, the Trust, and its students
- Assist the wider school team in managing students in, and beyond, the classroom
- Actively promote all aspects of the school's wider additional provision in a positive way to all stakeholders

Outside of the classroom environment, our Learning Coaches are part of The Hub which encompasses SEND, Safeguarding, Wellbeing and support for Looked After Children as well as First Aid and medical assistance. The Hub has three key spaces:

- The Hive (SEND learning base)
- The Harbour (Resourced Provision for students with an Education and Healthcare Plan for Autistic Spectrum Condition and who allocated a place by the Local Authority / Peripheral support for students with emotional based school avoidance)
- Retreat (bespoke learning base for students with complex social, emotional, and mental health needs who are struggling with mainstream schooling)

Main duties and responsibilities

1) Supporting students

- Build positive relationships with students, promoting high self-esteem and independence
- Adapt communication style to respond to students according to their individual needs
- Support students with their social, emotional, and mental health needs, escalating concerns where appropriate
- Set challenging yet achievable expectations relating to behaviour and academic progress
- Promote high standards of behaviour, responding to behaviour incidents in line with the school's behaviour and safeguarding policies and guidelines on positive handling
- Assist with the development and implementation of My Support Plans, Personal Care Plans and Risk Assessments
- Assist with the safety, mobility (if required), hygiene and general wellbeing of students
- Take responsibility to have a deep understanding of the students you support; know their needs and expected outcomes as per their EHCP/My Support Plan, seek support & guidance from the

wider Hub team where necessary

- Encourage students to interact with others and engage in activities led by their subject teacher
- Provide feedback to students in relation to progress and achievement under guidance of the subject teacher
- Undertake additional support activities outside of lessons e.g., break/lunch time supervision, homework/lunch clubs etc
- Support inclusive practice across the school by ensuring students have full access to all areas of the school environment
- Tend to students' personal care or physical needs as necessary e.g. toileting, changing.
- Where applicable, accompany students on off-site activities and external provisions e.g. school trips, placements etc.

2) Teaching and Learning /Curriculum Implementation

- Contribute to the planning of differentiated learning activities for individual or small groups of students with special educational needs (SEN), delivering these activities inside or outside of the classroom, under the guidance of their subject teacher or other relevant member of staff
- Where necessary, deliver relevant curriculum or special educational needs intervention, under the direction of the subject teacher and / or a member of the Hub team (e.g., SENCo, Deputy SENCo, DSL, DDSL)
- Support the teaching of a broad and balanced curriculum aimed at students achieving their full potential in all areas of learning
- Use IT skills to advance students' learning
- Through observations, provide regular feedback to teachers, students and their families on student progress, attainment, and barriers to learning
- Support subject teachers with maintaining good order and discipline amongst students, managing behaviour effectively to ensure a good and safe learning environment
- Monitor, record and report on progress and attainment
- Contribute to the overall ethos, aims and work of the school
- Undertake any other relevant duties given by the subject teacher or a member of the wider school team including the SENCo, Deputy SENCo, DSL and DDSL
- Provide administrative support where relevant
- Use strategies, in liaison with the subject teacher and wider school team, to support students to achieve their academic potential
- Support the administration of access arrangements, for all year groups, during periods of internal and external assessment and examination periods
- Prepare, maintain, and use equipment/resources required to support the students in accessing their curriculum

3) Working with staff, parents/carers, and relevant professionals

- Share knowledge and understanding of students to other school staff and education, health, and social care professionals, so that informed decision making can take place on intervention and provision
- Establish constructive relationships with parents/carers and provide regular contact home to inform of progress/positives/concerns
- Collaborate and work with colleagues and other relevant professionals within and beyond the school
- Develop effective professional relationships with colleagues
- 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
- Respect the confidentiality of information relating to the school, the Trust, and its students

- Contribute to the overall ethos, aims and work of the school
- Appreciate, and support, the role of other professionals
- Attend and participate in relevant meetings as and when required
- Assist with the supervision of students out of lesson times, including before and after school and at break & lunchtimes
- Accompany teaching staff and students on visits, trips and out of school activities as required and take responsibility for a group under the supervision of a teacher
- To support and uphold Equal Rights policies and practices in respect of both employment issues and the delivery of services to the community

4) Professional development

- Keep your own knowledge and understanding relevant and up to date by reflecting on your own practice, liaising with school leaders, and identifying relevant professional development to improve personal effectiveness.
- To undertake essential training to meet students' needs including moving and handling, first aid etc.
- To set targets before any development activity and review and evaluate the activity after completion, cascading information to the appropriate staff members when relevant.
- To participate fully in training and other staff development activities and keep personal records of all such activities.
- Attend relevant meetings as directed.
- Take opportunities to build the appropriate skills, qualifications, and/or experience needed for the role, with support from the school
- Take part in the school's appraisal procedures

5) Safeguarding

- Work in line with statutory safeguarding guidance (e.g. Keeping Children Safe in Education, Prevent) and out safeguarding and child protection policies
- 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
- Promote the safeguarding of all students in the school

Please note, this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the postholder will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the headteacher or line manager.

Employee Supervision: Hub Leadership Team

Person Specification

Qualifications and experience		
	Essential	Desirable
Education and Training	<ul style="list-style-type: none"> ● Good standard of education – GCSEs or equivalent in Maths & English 	<ul style="list-style-type: none"> ● Teaching Assistant qualification
Experience	<ul style="list-style-type: none"> ● Experience of working with young people 	<ul style="list-style-type: none"> ● Experience of working in a secondary school ● Experience of working within special educational needs and disabilities
Professional knowledge		
Safeguarding	<ul style="list-style-type: none"> ● Thorough knowledge and understanding of safeguarding children. 	
Professional skills		
Ethos	<ul style="list-style-type: none"> ● A holistic approach to the well-being and education of students. ● The ability to challenge and engage children in their learning through creative opportunities, with high levels of expectations of all learners. 	
Professional attributes		
Relationships	<ul style="list-style-type: none"> ● Ability and willingness to work collaboratively and supportively within the school team. ● Able to inspire confidence and respect amongst colleagues and the school community. ● Builds effective and professional working relationships with parents, staff, Governors and the wider community. 	
Attitude	<ul style="list-style-type: none"> ● Is committed to their own professional development. ● Is a creative thinker, who strives to embed innovative practice and strategies to improve learning for students. ● Consistently always reflects the highest levels of professionalism as a role model and always demonstrates the school's aims and values. 	

Behaviours and expectations:

All staff members are expected to adhere to and promote professional standards including the Trust and SPP's code of conduct and values.

General:

The post holder will be expected to undertake any other duties, commensurate within the grade, at the discretion of the Head teacher and develop and promote high standards of professional conduct in school.

You will be expected to carry out your duties in line with the School's policies, procedures and relevant legislation. You will be made aware of these in your appointment letter, contract, induction, ongoing performance management and development through school communications.

You will be expected to attend and participate in a wide variety of meetings as well as training and development activities to support Trust, and your own professional development.

As part of your wider duties and responsibilities you will be required to promote and actively support the school's responsibilities towards safeguarding. Safeguarding is about keeping people safe and protecting people from harm, neglect, abuse and injury. It is about creating safe places, being vigilant and doing something about any concerns you might have.

The post holder must be willing to undertake an enhanced Disclosure and Barring Service check. Please note that a conviction may not exclude candidates from appointment but will be considered as part of the recruitment process.