



## **Teaching Assistant – Resource Specialist Provision (RSP)**

### **JOB DESCRIPTION**

**Post:** RSP Teaching Assistant of Waltham Gateway Academy

**Hours:** 32.5 hours per week

**Scale:** LGAT7

**Accountable to:** PRINCIPAL / ASSISTANT PRINCIPAL

**Purpose of the post:** To be a Teaching Assistant in the Resource Specialist Provision for children who have identified SEMH needs, ensuring that all children in our care receive a vibrant and relevant education, underpinned by our trauma-aware ethos. Working in conjunction with the RSP Teacher and SENDCO, teachers, support staff and a range of other professionals to support the learning and welfare of all children and facilitate a successful return to mainstream provision for our children, as appropriate.

#### ***Main Duties and Responsibilities***

- Champion a trauma informed approach which aligns closely to the core vision and values of the school.
- Communicate a culture of high expectations and aspirations with regards to pupils with SEMH and complex needs.
- Alongside the RSP Teacher and SENDCO, implement the school's SEN strategy and policy, delivering a culture of professional curiosity, empathy and attunement.
- Support children, in small groups and 1:1 sessions to meet children's personalised curriculum and their individual needs (e.g. life skills, social skills, literacy, numeracy, speech and language).
- Work closely with the RSP Teacher to assess, track and review progress for children.
- Deliver educational programmes which enable pupils to access mainstream provision and support transition packages when required.
- Support the RSP Teacher in carrying out assessments of pupils with SEND to identify needs and monitor progress - including observations in the classroom and meeting with teachers and parents.
- Take advice and guidance from the RSP Teacher and the SENDCO on supporting pupils with SEND, in particular those with Social Emotional and Mental Health needs and those that have experienced trauma and ensure behaviour management approaches are relational and trauma informed.

- Provide and deliver interventions, including specialist interventions, where appropriate, for children in the RSP and possibly, in other areas of the school.
- Actively support children to transition between the RSP and other classes within the Academy to access different aspects of their curriculum.
- Collaborate in a meaningful way with families (including those who are trauma-experienced) to build trust and confidence in the school and prioritise building relationships.
- Alongside the RSP Teacher, ensure that parents/carers are well informed about the curriculum, targets, and children's progress.
- Promote high expectations of behaviour for all students, built on a foundation of effective, empathic relationships, routines and expectations, which are understood clearly by all our staff and pupils.
- Ensure high standards of student behaviour and courteous conduct in accordance with the Academy's behaviour policy.
- Possess and maintain an excellent working knowledge of trauma informed principles and practice.
- Actively engage with a full range of CPD opportunities.

### ***General Responsibilities***

Under the direct leadership and supervision of the teacher, or line manager, within the agreed educational plan and framework of the Trust's agreed policies and procedures, the postholder will undertake a range of duties, which may include:

- Assisting teachers with the strategies to enhance attainment levels of students.
- Deliver/supervise intervention programmes as separate timetabled provision.
- Occasional cover (this would not be in the RSP but if needed in the other classrooms).
- Assisting students to access the set curriculum.
- Liaise with teachers with regard to students' behaviour and attainment.
- Work in various areas of the Academy, where required.
- Assist with the development of appropriate resources to support the students.
- Carry out administrative tasks directed by the teachers or line manager.
- Liaise with other members of the team supporting the students when asked to do so.
- Provide oral and written contributions to reviews of students' progress, as appropriate.
- Provide regular oral feedback about students to the teacher.
- Assist teachers in the creation and maintenance of wall displays.

### ***In addition***

- Delivering pre-determined educational activities and support programmes to individual and groups of students e.g. behaviour modification, emotional support and mentoring for a significant number of periods in the week.
- Participating in the evaluation of the support programmes.
- Liaising with other members of the team.
- Developing appropriate resources to support the students.
- Keeping accurate records of students' progress and updating central records as required.

## General

- The duties and responsibilities in this job description are not restrictive and the postholder may be required to undertake any other duties which correspond to the general character of the post and are commensurate with its level of responsibility.
- The postholder must carry out his/her duties with full regard to the Trust's Equal Opportunities policy.
- The postholder must carry out his/her duties with full regard to the Trust's Health and Safety procedures.

## Notes:

This job description may be amended at any time in consultation with the postholder.

There may be a requirement to perform any other reasonable duty as directed by the Principal / Executive Principal / Chief Executive.

## RSP Teaching Assistant - Person Specification

Education and Training	Essential	Desirable
Right to work in the UK	✓	
NVQ Level 2 or equivalent	✓	
NVQ Level 3 or equivalent		✓
Relevant, up to date and recent continuing professional development	✓	
Hold (or be willing to obtain) a qualification relating to a Trauma Informed Schools UK approach or have considerable experience in this area.		✓
Experience		
Relevant and successful experience across the Primary age range		✓
Experience of working with children with SEND, particularly Social, Emotional or Mental Health (SEMH) needs or those who have experienced trauma and Adverse Childhood Experiences (ACE's)	✓	
Experience of working effectively in a range of school settings / phases.		✓

Experience of supporting the delivery of a curriculum to support reluctant learners.		✓
Experience of working using trauma informed principles and approaches		✓
Experience of supporting the teaching of early reading, writing and maths.		✓
<b>Knowledge, Aptitudes and Abilities</b>		
Understanding the educational needs of children with a wide range of abilities.	✓	
Ability to contribute to the planning and development of educational activities.	✓	
Ability and willingness to overcome barriers to learning for pupils.	✓	
Ability to work collaboratively with others.	✓	
Knowledge of attachment, relational practice and trauma informed approaches.	✓	
The ability to support teaching and lead interventions within a small SEMH setting to a dedicated cohort of children.	✓	
Excellent strategies for discipline.	✓	
Ability to promote positive behaviour for learning and ensure that effective strategies for student behaviour, guidance, support and welfare are in place.	✓	
Good organisational and interpersonal skills, specifically empathy.	✓	
Excellent literacy skills.	✓	
Ability to work flexibly and adapt to the changing needs of the academy.	✓	
A strong commitment to raising standards of attainment with a knowledge of appropriate strategies.	✓	
Flexible in approach and willing to learn and develop new skills.	✓	
Ability to lead by example and be an exemplary, professional role model for all staff.	✓	

A commitment to equal opportunities throughout the academy.	✓	
Willingness to acquire First Aid Qualification	✓	
<b>Beliefs, Attitudes and Personal Qualities</b>		
An unwavering commitment to upholding the highest standards of professionalism, and the dedication, resilience and adaptivity to navigate the challenges of the role.	✓	
The ability to remain calm and methodical under pressure, prioritising effectively and consistently making informed decisions.	✓	
Commitment to championing our principles of trauma awareness and relational learning; building strong, trusting relationships with our children to create a safe learning environment.	✓	
Commit to professional supervision to support own emotional health and maintain resilience.	✓	
A strong desire to ensure children, who have often had negative experience of education, are able to develop their skills and confidence to the very best of their abilities.	✓	
The physical and emotional resilience to support children with complex needs, taking a non-judgemental, curious approach.	✓	
Commitment to following pedagogical research and the use of evidence-based research to raise educational standards.	✓	
Hold and promote ambitious expectations for all students with additional and special educational needs and disabilities.	✓	
Ability to create a nurturing and empathic approach, prioritising child-centred relational approaches.	✓	
An excellent communicator, capable of inspiring and engaging all stakeholder groups including students, parents/carers, staff and the wider community	✓	
The capacity to be critically reflective and evaluative in order to accurately identify strengths and priorities for development	✓	

Commitment to providing a safe and positive environment for all learners, in which safeguarding is prioritised at all levels	✓	
The desire to embrace, uphold and promote the core purpose, commitment and values of Lincolnshire Gateway Academies Trust	✓	