



Teaching Assistant and Student Coach: Therapeutic and Alternative Education through Animals and Nature

- Job Description and Person Specification

“RISE are Revolutionising SEND Education for aspirational learning, personal empowerment and confidence to shatter glass ceilings, reaching new levels of achievement with young people aged 16-25 years old. RISE prioritises understanding the whole person and uses this to inform the curriculum, programmes of support and to build a solid platform for future pathways.”

RISE SPACE currently has successful provisions in Bedford and Aylesbury delivering bespoke educational packages as well as a thriving national online, SEND supported curriculum.

We are seeking creative and energetic individuals to support and deliver an innovative, therapeutic curriculum that is adapted and modified to not only meet the needs, outcomes, and aspirations of our young people, but also to nurture their character, confidence, well-being, and independence. We value team players who can inspire others, strengthen work-based and social connections, and promote productivity, happiness, balance, and opportunity.

Job Description: Support Staff: Therapeutic and Alternative Education through Animals and Nature

Responsible to: Project Co-Ordinator

Contract: Full Time, Permanent, Monday to Friday

Role Overview:

To differentiate, organise, deliver and support appropriate curriculums that meet the needs of students with varying special educational needs.

Assist pupils within the programme, individually or in small groups in the completion and adjustment of a wider range of pre-defined learning, holistic, care and support activities to meet the requirements of pupils, their EHCP outcomes and the curriculum.

To offer effective and transformative support and transitions for young people that support wellbeing and build resilient platforms for future pathways.

To support young people to aspirational future pathways and become independent members of the community.

Main Duties and Responsibilities:

- Assist pupils in making progress across various settings, working with both individuals and small groups.
- Support teachers by selecting and preparing resources tailored to pupils' needs and interests. Collaborate with the teacher to create complementary learning activities.
- Prepare and deliver sessions under the direction of the teacher, including covering for teacher absence and delivering specific interventions to pupils.
- Establish clear expectations for student achievement and progress.
- Lead by example, establishing clear standards for both staff and students, in alignment with RISE SPACE policies.
- Assist the teacher in observing and recording behaviour, as well as tracking progress toward targets and outcomes.
- Ensure all students receive appropriate instruction and preparation for external exams.
- Monitor resource levels, contribute to ordering, and promote the efficient use of resources to minimise waste and maximise financial effectiveness.
- Implement appropriate transition activities to maintain continuity in students' learning during periods of change.
- Liaise effectively with the Programme Coordinator to support student "catch up" interventions and address barriers to learning and progress.
- Document and celebrate activities or events that highlight and acknowledge achievement.
- Provide opportunities for students, parents, and carers to give feedback on progress and developments using an Assess, Plan, Do, Review model.
- Maintain a purposeful, orderly, and supportive environment.
- Support students during their transition to alternative sessions, work-based placements, or community activities.
- Escort and supervise pupils during educational or out-of-school activities.
- Undertake any additional tasks deemed necessary as directed by the teacher or SLT.

Student Progress:

- Undertake activities with individuals or groups of students to support their social, emotional, physical, and educational development within a safe environment.
- Review pupil performance by monitoring, providing feedback, recording, and reporting on progress, including direct feedback to pupils. Participate in the completion of pupil profiles and attainment records to maximise development.
- Assist pupils, individually or in small groups, with the completion and adaptation of a range of pre-defined learning, care, and support activities to meet individual needs and curriculum requirements.
- Develop personalised learning programs and adapt materials as necessary.
- Monitor and support the social and emotional needs of students.
- Help create session plans and learning materials aligned with curriculum requirements and individual needs.
- Assist the teacher in observing and recording behaviour and progress toward targets and outcomes.
- Ensure students are appropriately prepared for external exams, administer routine tests and invigilate exams.
- Implement transition activities to maintain learning momentum during changes.
- Monitor and evaluate student progress within the key stage against their potential using national benchmark data.

Communication:

- Support effective, high-quality communication among teachers, parents/carers, and other stakeholders.
- Inform parents of issues affecting their child's progress.
- Contribute to reporting progress to parents/carers.
- Support students in “catch-up” activities for those with extended absences.
- Facilitate opportunities for students, parents, and carers to provide feedback on progress using the Assess, Plan, Do, Review model.
- Participate in meetings, team development activities, and mentor less experienced colleagues when needed, to meet team and individual performance objectives.

Administrative arrangements, affecting student progress:

- Complete and disseminate Assess, Plan, Do, Review documentation to parents/carers.
 - Maintain communication logs and record student progress against outcomes.
 - Enter pupil attendance data and ensure accuracy.
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Person Specification Criteria

Criteria	Essential/ Desirable
Qualifications	
GCSE English and Maths at Grade 4 or equivalent	E
Studies undertaken beyond GCSE or equivalent.	D
Evidence of regular, relevant and recent professional development with Teaching and learning and or Special Needs	D
Evidence of Designated Safeguarding lead Training or willingness to undertake.	D
Experience	
Teaching assistant experience with a track record of high student achievement	E
Experience of supporting transitions to Post 16 settings Or 16+	D
Experience of work-based placements or support of community links	D
Experience of working with young people with SEND	E
Abilities, skills and knowledge	
A creative and innovative thinker, with a vision for the role, and work with others to deliver improvement to student outcomes	E
Reviewing pupils performance Monitor, feedback, record and report on pupil progress, including feedback to pupils, and participate in the completion of pupil profiles and records of attainment to maximise pupil development.	E
Ability to work with clear and measurable objectives to provide year on year improvement	E
Ability to inspire high levels of student engagement and trust	E
Demonstrate self-motivation and initiative, with the ability to gain the confidence and respect of staff and motivate them to achieve highly	E

Excellent standards of communication and interpersonal skills, with the ability to build strong relationships with students, parents, staff, and the wider community	E
Good knowledge of ICT systems	D
Professional knowledge and understanding	
In depth knowledge of SEND and a desire to extend this further	E
Experience of successfully removing student barriers, develop inclusive and improve student engagement	E
Experience of working across multi-agencies	D
Personal Qualities	
Monitor, record and make basic assessments about individual progress suggest alternative ways of helping children if they are unable to understand;	E
Ability to work co-operatively with colleagues as part of a team	E
Enthusiasm, energy and a positive approach toward work	E
A clear commitment to the principles of continuous professional development to raise achievement	E
The ability to work to deadlines and under pressure	E
The ability to give and receive feedback and act to improve own performance	E
Committed, reliable with high standards of professionalism	E
Excellent attendance and punctuality record	E
Commitment to form and maintain appropriate relationships with young people and their families	E
Demonstrate awareness and understanding of the implication of equal opportunities, inclusion and multicultural education.	E
Must hold a driving license and be able to travel	E

Candidate Responsibilities:

- Uphold shared responsibilities for safeguarding and promoting the welfare of all children and young people.
- Demonstrate a commitment to safer recruitment practices through pre-employment checks prior to any appointment being confirmed.

Employer Responsibilities:

- Keep staff informed of curriculum and pedagogical developments at both local and national levels.
- Provide professional development opportunities, including performance management, coaching, and sharing best practices.
- Offer support in maintaining discipline and standards.
- Monitor key information provided by teachers and ensure appropriate action, including liaison with the RISE SPACE team, parents, or external agencies, as needed.

Additional Information:

All offers of employment are subject to an Enhanced DBS check, references, and where applicable, a prohibition from teaching check. A contract will be offered to the successful candidate.

RISE SPACE is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this dedication.

Equal Opportunities

RISE SPACE is an equal opportunities employer and welcomes applications from all suitably qualified candidates.

As a provider of employment and education, we value the diversity of our staff and students, and all our staff are equally valued and respected. We are committed to providing a fair, equitable and mutually supportive learning and working environment for our students and staff.