

THE PARTNERSHIP TRUST	
JOB DESCRIPTION & PERSON SPECIFICATION	
POST TITLE: <b>Project SEARCH Teaching Assistant</b>	GRADE: <b>BANES Grade 4 point 7</b>
RESPONSIBLE TO: <b>Project SEARCH Teacher / Finding Futures Manager</b>	
DISCLOSURE LEVEL: <b>ENHANCED</b>	
EMPLOYEE:	
DATE:	

## JOB PURPOSE

Finding Futures's 'Project SEARCH' programme is a supported internship aimed at supporting young people with SEND (special educational needs and disabilities) to develop skills in the workplace. The aim is to provide three on-site work placements for interns over the course of the year, supporting them to develop independence in the workplace and giving them the valuable experience (and accompanying references) needed to secure paid employment. Finding Futures partners with the Royal United Hospital, Bath and the University of Bath to deliver the Project SEARCH programme.

The Project SEARCH Teaching Assistant role is central to the delivery of high-quality provision. The job requires an individual with passion, enthusiasm and commitment – someone with a 'can do' attitude who has the ability to look for creative solutions to meet the support needs of young people, whilst challenging them to develop independence and resilience on their exciting journey towards paid employment.

This member of staff will work under the guidance and support of the Project SEARCH Teacher to: support and implement agreed teaching and learning activities with groups in the classroom; carry out administrative functions to support the operations of the internship; and work closely with interns to support with their development of key employability skills in the workplace. The role will initially be based in the classroom, with scope to work towards learning and carrying out 'Job Coaching' activities in line with professional development and organizational needs.

## MAIN DUTIES AND RESPONSIBILITIES

### 1. SUPPORTING THE LEARNERS

- Establish constructive, positive working relationships with learners, acting as a role model and setting high expectations.
- Maintain a positive learning environment where learners feel safe, supported and able to take responsibility for their learning, behaviour and development.
- Promote the engagement and motivation of all learners in academic lessons, encouraging them to interact and work co-operatively with others as well as independently.
- Proactively and dynamically identify learners' skills and support needs, adapting approach as appropriate.
- Provide feedback to learners in relation to progress and achievement through a range of means including: marking of learners' work; supportive conversations; and utilization of progress tracking systems.
- Listen to interns' work-related concerns and assist them to identify solutions.
- Carry out personalized 1:1 sessions with interns for pastoral, educational and employability-based support.
- Support with interns' maintenance of CVs, understanding/navigating of job applications and preparation for job interviews in line with the aims of the programme.
- Support interns to address employment-related issues, such as accessing benefits advice, aids and adaptations.
- Support interns with accessing job interviews and liaise with employers regarding reasonable adjustments to meet needs, as appropriate.
- Employ strategies to encourage and facilitate the development of independence and working resilience in young people.

## **2. SUPPORTING THE TEACHER**

- Assist the teacher with elements of the planning cycle and the management/preparation of resources.
- Work with the teacher to establish and maintain an appropriate learning environment.
- Supervise and support learners, ensuring their safety, engagement and access to learning.
- Implement agreed learning activities and tasks, adjusting activities according to learner responses/needs.
- Lead the delivery of lesson content to learner groups in case of short-term teacher absence for training, meetings or unplanned sickness.
- Monitor and evaluate learners' responses to learning activities through observation and planned recording of achievement against pre-determined learning objectives.
- Support the use of ICT in learning activities and develop learners' competence and independence in its use.
- Provide objective and accurate feedback and reports to the teacher on learner achievement, progress and other matters.

## **3. ADMINISTRATIVE SUPPORT**

- Provide general clerical/administrative support to assist the teacher in the planning and delivery of academic lessons and the co-ordination of paperwork related to work placements.
- Keep and update records (such as those relating to learner progress) as agreed with the teacher, contributing to reviews of systems/records as requested.
- Maintain learner files/folders/portfolios, (whether hard copy or digital).
- Support with the administration/collating of Access to Work paperwork.

## **4. PARTNERSHIP WORKING**

- Establish constructive relationships and communication with other agencies/professionals, in liaison with the teacher, to support achievement and progress of learners.
- Work collaboratively with interns and colleagues across the RUH and the University of Bath.
- Work closely with the Project SEARCH Teacher and Job Coaches, reviewing individual intern performance and devising joint strategies to support interns
- Maintain regular, positive, collaborative contact and working relationships with host departments/employers.
- Liaise sensitively and effectively with parents/carers, as agreed with the teacher, when required.
- As appropriate, liaise with employers on the interns' behalf to discuss reasonable adjustments for work placements and job interviews

## **5. JOB COACHING SUPPORT**

*The role will initially be primarily classroom-based, however in line with the needs of Finding Futures and appropriate training, the intention is that the postholder will work towards learning and carrying out 'Job Coaching' responsibilities in place of a proportion of their Teaching Assistant responsibilities.*

Job coaching responsibilities include:

- Teach specific job tasks by direct job coaching and task modelling, creating supports such as task lists and identifying reasonable adjustments.
- Carry out job-matching processes to link interns to ideal work placement roles.
- Assist interns to integrate into a job role by planning and carrying out transition arrangements.
- Support interns to develop professional working relationships with colleagues.
- Visit interns on placement, acting as a visual presence for them and their host departments and identifying areas for further development.
- Perform specific job analysis, task analysis, and job matching activities by working closely with managers/supervisors at the host department.

## 6. GENERAL/OTHER

- To promote and undertake all work activities in line with Finding Futures's values.
- To comply with Finding Futures and The Partnership Trust policies and practices, following procedures as required.
- To comply with the 'host employer' policies and practices where relevant
  - o *Royal United Hospital, Bath*
  - o *University of Bath*
- Be aware of and comply with policies and procedures relating to child protection/safeguarding, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Be aware of and support difference and ensure all learners have equal access to opportunities to learn and develop.
- Contribute to the overall ethos/work/aims of the college.
- Attend and participate in regular meetings, as required.
- Participate in training and other learning activities and performance development, as required.
- Recognise own strengths and areas of expertise and use these to advise and support others.
- Provide appropriate guidance and supervision and assist in the training and development of staff as appropriate.
- Work constructively as part of a team, understanding roles and responsibilities and your own position within these.
- To undertake other relevant duties allocated at the discretion of the classroom teacher, Head of School or other designated supervisor.

The postholder will be expected to undertake bending, stretching, and lifting in the course of their duties e.g. preparing the classroom, displaying learners work, assist learners during lesson times, supporting learners 'on placement' and engaging in activities led by the teacher. There may be an increased level of physical effort required for learners with personal or specialist needs.

During occasional periods of supervision, the postholder may be exposed to heat and cold which on occasions, for example adverse weather conditions, may be higher than normal.

## 7. General

The Partnership Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. As this postholder will be working in regulated activity, an Enhanced Disclosure and Barring Service (DBS) check will be required prior to commencement of employment. Individuals will be expected to provide details of their disclosure as soon as they receive it or if they are registered with the DBS Update Service to have given their permission for the Trust to access their online record.

The postholder will be expected to contribute to the protection of children as appropriate, in accordance with any agreed policies and/or guidelines, reporting any issues or concerns to their immediate line manager or Designated Safeguarding Lead.

The postholder will be required to promote, monitor and maintain health, safety and security in the work place to include ensuring that the requirements of the Health & Safety at Work Act and all other mandatory regulations are adhered to.

The postholder will be expected to undertake any appropriate training provided by the School or Multi Academy Trust to assist them in carrying out any of the above duties.

This job description only contains the main accountabilities relating to the posts and does not describe in detail all of the duties required to carry them out.

This job description may be reviewed from time to time and amended after discussion with the postholder. It does not form part of the written particulars of employment of the postholder.

The above is not an exhaustive list of duties and you will be expected to perform different tasks as necessitated by any

changes in the role other than those given in the job specification.

Line Management: The Project SEARCH Teaching Assistant role is line manager by the Project SEARCH Teacher.

## PERSON SPECIFICATION

	Essential	Desirable
<b>Qualifications &amp; Training</b>	<p><b>Either:</b></p> <ul style="list-style-type: none"> <li>A minimum of 5 GCSEs grades 9 to 4 (grade A* - C), including English Language and Mathematics or equivalent</li> </ul> <p><b>And / Or</b></p> <ul style="list-style-type: none"> <li>Level 3 Certificate in Supporting Teaching &amp; Learning in Schools</li> </ul> <p><b>And / Or</b></p> <ul style="list-style-type: none"> <li>A minimum of 2 years recent, relevant experience, which demonstrates the postholder has applied a wide range of strategies to support young people with SEND to access education, with minimum supervision only</li> </ul>	<ul style="list-style-type: none"> <li>A relevant, recognised qualification such as: <ul style="list-style-type: none"> <li>City and Guilds Advanced Certificate in Learning Support</li> <li>Qualification in Supported Employment such as 'Training in Systematic Instruction'</li> <li>A relevant professional qualification e.g. Teaching, Social Work or Nursing would be treated as equivalent for these purposes</li> </ul> </li> <li>Specific training in supporting young people's social, emotional &amp; mental health</li> <li>First Aid training</li> <li>Clean driving licence</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>Experience of working with or caring for young people of a relevant age in either a paid, voluntary or domestic environment</li> <li>Experience of/interest in young people's development concerning their education, employability and welfare</li> <li>Experience of using a number of learning strategies whilst working with a range of young people with SEND, including taking responsibility for delivery of educational content with minimum supervision only</li> <li>The ability to monitor and review progress using appropriate methods</li> <li>Skills and expertise in understanding the needs of young people with SEND, and how to encourage and support their engagement and motivation</li> <li>Ability to work well as part of a team</li> </ul>	<ul style="list-style-type: none"> <li>Experience of working within a SEND education setting</li> <li>Experience of working with young people aged 16 to 25 with SEND and autism</li> <li>Experience of one-to-one training/coaching</li> <li>Experience or understanding of industrial, commercial or other workplaces</li> </ul>

<b>Skills &amp; Knowledge</b>	<ul style="list-style-type: none"> <li>• Strong literacy and numeracy skills</li> <li>• Good organizational and administrative skills, with confidence and proficiency in the use of IT systems</li> <li>• Ability to develop and sustain good relationships with young people, staff and parents/carers</li> <li>• Excellent verbal and written communication skills, with the ability to liaise, network and collaborate at all levels</li> <li>• Strong knowledge of guidance and requirements around safeguarding of young people</li> <li>• A good knowledge of a variety of learning disabilities</li> <li>• Able to work without supervision across different locations if required</li> <li>• Proven ability to manage time and priorities effectively</li> <li>• The ability to participate in ongoing self-assessment to evaluate training needs</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of a range of communication strategies to support young people with SEND</li> <li>• Ability to effectively use a range of technology to support learning</li> <li>• The ability to plan and implement effective actions for learners at risk of underachieving (under the guidance of teaching/senior staff and within an agreed system of supervision)</li> <li>• Knowledge of the modern welfare/benefits system and how it may apply to young adults with SEND</li> </ul>
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		<ul style="list-style-type: none"> <li>• Working knowledge of national/foundation stage curriculum and other relevant learning programmes/strategies/codes of practice</li> </ul>
<b>Personal Qualities</b>	<ul style="list-style-type: none"> <li>• Commitment to safeguarding learners' wellbeing and equality</li> <li>• Resilient, positive, forward looking and enthusiastic about making a difference</li> <li>• Patience</li> <li>• Enjoyment of working with children</li> <li>• Sensitivity and understanding, to help build good relationships with learners</li> <li>• A commitment to getting the best outcomes for all learners, and promoting the ethos and values of the school</li> <li>• Capacity to inspire, motivate and challenge learners</li> <li>• Commitment to maintaining confidentiality at all times</li> </ul>	