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L3 Teaching Assistants

Job Descriptions

**Hours:** 35 per week, 40 weeks per year

**Salary:** £17,500-£19,500 (full time equivalent £20,188- £22,495)

**Main purpose of the role:** to support the teacher in all learning environments to secure progress and attainment for all learners.

Complete assessments and record and monitor progress.

To prepare the learning environment to secure the best possible learning outcomes.

To manage behaviour which can be challenging and motivate learners who are reluctant or have significant gaps in their education.

To take an active role in therapeutic and wellbeing interventions and activities, both within learning zones and community settings.

Work with leaners on a 1-2-1 or small group basis.

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|  | **Main duties and responsibilities:** |
|  | **Support for the Learner** |
|  | Establish good working relationships with learners, acting as a positive and supportive role model through own conduct and attitude and by setting high expectations of all learners. |
|  | Provide consistent support to learners responding appropriately to individual needs identified by the teacher and the EHCP. |
|  | Assist with the development and implementation of Individual Education Plans, applying our person-centred approach |
|  | Promote inclusion and acceptance of all learners, demonstrating compassion and understanding of SEND/SEMH needs. |
|  | Promote self-esteem and independence, employing strategies to recognise and reward achievement within established policies and procedures |
|  | Under the guidance and direction of the teacher, provide regular and appropriate feedback to learners in relation to progress and achievement, aligned to their IEP’s and SMART Targets. |
|  | Ensure that all learning is evidenced and monitored. Identify any areas of concern and alert the teacher. |
|  | Assist individual learners experiencing difficulties with learning and/or managing their behaviour by supporting them outside the classroom/social group. |
|  | Use creative and innovative methods for engaging and supporting learners with SEND and/or SEMH, who may be resistant to learning. |
|  | Work with small groups and 1-2-1 learners either as part of a ‘classroom’ team or individually during lessons and social time. |
|  | **Support for the Teacher** |
|  | Establish and maintain an appropriate learning environment, given the needs of the learners and in preparation for lessons, under the supervision of the teacher |
|  | Support the teacher by contributing to lesson planning, differentiation, catch-up and recovery or stretch and challenge, to support learning objectives and SMART targets. |
|  | Undertake administration on behalf of the teacher, including preparing resources, recording evidence of learning, progress and attainment. |
|  | Support the teacher to manage learners’ behaviour, consistently applying the Positive Behaviour policy, to help them to achieve their educational, social and behavioural targets both inside and outside of the learning environment. |
|  | Be responsible for keeping and updating records in agreed format with the teacher, contributing to reviews of systems/records as requested. |
|  | Administer assessments and accurately record baselines, achievement and progress. |
|  | Promote positive values and attitudes and good pupil behaviour, dealing promptly with conflict and incidents and encouraging learners to take responsibility for their own behaviour in line with established school policies. |
|  | Liaise sensitively and effectively with parents/carers as agreed with the teacher within role/responsibility and participate in feedback sessions/meetings with parents/carers under teacher supervision. |
|  | **Support for the curriculum** |
|  | Support the delivery of agreed learning activities/learning programmes, adjusting activities according to learning styles and individual needs.  Support the delivery of literacy/numeracy programmes, effectively utilising all alternative learning opportunities to support extended development |
|  | Support the use of ICT in learning activities and develop learners’ competence and independence in its use. |
|  | Assist learners to access learning activities through specialist interventions and support |
|  | Determine the need for, prepare and maintain general and specialist equipment and resources |
|  | **Support for the Organisation** |
|  | Be aware of and comply with the organisation’s policies and procedures relating to child protection, health, safety and security, confidentiality and data protection. Report all concerns to the appropriate person (as named in the policy concerned) |
|  | Be aware of and support difference and ensure all learners have equal access to opportunities to learn and develop |
|  | Contribute to Raise’s ethos of creating a compassionate and caring environment, applying the principles of trauma and ACE informed Schools. |
|  | Attend and participate in regular meetings as required |
|  | Participate in training and other learning activities as required  Establish own best practice and use to support others  Assist in the supervision, training and development of learning support and wellbeing staff. |
|  | Assist with the planning of opportunities for young people to learn in out-of-school contexts, according to school policies and procedures and within working hours |
|  | Accompany learners in community learning settings, learning zones, visits, trips and out of school activities as required. |
|  | Transport learners, including to and from home and between learning settings, as required. |
|  | Be flexible and prepared to work across other areas of the business to support the overall organisations aims. |
|  | To undertake other duties, commensurate with the role. |

**PERSON SPECIFICATION**

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| **Skills and Competencies** | | METHOD OF ASSESSMENT |  |
|  | Have high levels of emotional intelligence including personal resilience, calmness under stress and the ability to quickly ‘bounce back’ after setbacks. | Application/ Interview | Essential |
|  | A strong team player, able to work with staff in the organisation with differing priorities and from different disciplines e.g. education, sports, social work and youth work. | Application/  Interview | Essential |
|  | An interesting charismatic person with a wide range of skills and personal interests that could be utilised in the workplace to improve relationships and develop a good range of enjoyable but learning effective activities. | Application/  Interview | Essential |
|  | Comfortable working in therapeutic, education setting as well as at community locations on a 1-2-1 basis with young people with challenging behaviours. | Application/  Interview | Essential |
|  | Recognise own strengths and areas of expertise and use these to advise and support others. | Interview | Essential |
|  | Have a flexible approach to working with young people to ensure that the complex needs of each individual are met. | Interview | Essential |
|  | Have a flexible approach to the working pattern to reflect the needs of the business. | Interview | Essential |
|  | Have a full driving licence and be able and willing to transport young people to various locations. | Application | Essential |
| **Knowledge/Experience/Qualifications/Training etc.** | |  |  |
| 1. Minimum of 2 years working as a qualified Level 3 TA supporting learners with SEMH needs | | Application | Essential |
| 9. | Min of 2 years supporting learner with ASD | Application | Essential |
| 10. | NNEB, BTEC or NVQ Level 3 for Teaching Assistants or equivalent | Application | Essential |
| 11. | Good level of literacy and numeracy- min L2 | Application /certificates | Essential |
| 12. | Training in literacy/numeracy strategy | Application | Desirable |
| 13. | Specialist subject knowledge in areas of the curriculum | Application | Essential |
| 14. | Specialist subject knowledge in maths | Application | Desirable |
| 15. | Willingness to take responsibility for own learning including partaking in own CPD. | Application/ interview | Essential |
| 16. | Effective use of ICT and its applications, to support learning, monitoring and progress. | Application /interview | Essential |
| 17. | An ability to form positive working relationships with colleagues, students, parents, carers and statutory bodies. | Application/interview | Essential |
| 18. | Understanding of inclusion within a school and wellbeing setting. | Application/interview | Essential |
| 19. | Working knowledge of relevant policies and codes of practice and legislation. | Application/interview  interview | Essential |

Please return the application for to heather.hanlon@raisetheyouth.co.uk