# The Aspire Federation

## Job Description

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| **Job Description:** | | Teaching Assistant Level 2 |
| **Responsible to:** | | Executive Business Manager |
| **Line Manager:** | | Pastoral Manager from relevant Key Stage |
| **Grade:** | | G4 points 14-19 |
| **Hours of Work:** | | Term time only (190 days) + plus 1 week – 32.5 hours per week |
| **Conditions of Employment:** | | The appointment is subject to enhanced DBS and medical clearance, as well as references |
| **Purpose of Post:** | *To:* | Under the direction of senior staff, teaching and pastoral operate as part of the staff team to support the learning/well-being/support programmes and the development of all learners whether it be in a general classroom setting or providing individual 1:1 support. |

**Introduction**

# *The Aspire Federation*

The Aspire Federation is a partnership of two special schools, Landgate School & College and Oakfield High School & College. Our federation ethos "Aiming High, Reaching All" emphasises our commitment to ensuring that learners have every opportunity to develop their personal and social skills to the maximum.

## *Landgate School*

Landgate School / College is an expanding specialist provision for children with autism, some with challenging behaviour, ages 4-19 years and provides for up to 74 learners. The school has a borough – wide catchment area. Some learners may also have medical conditions that affect their ability to learn.

## Oakfield High School & College

Oakfield High School / College provides for up to 170 mixed secondary aged learners from 11 – 19 years with complex learning difficulties. The learners have a range of difficulties including severe and moderate learning difficulties with associated behavioural problems. Some learners may also have medical conditions and / or physical disabilities that adversely affect their ability to learn.

It is an essential requirement that all post holders at The Aspire Federation are committed to working co-operatively and collaboratively in order to create an ethos in which all learners, commensurate with their needs and abilities:

- develop a healthy lifestyle, and develop a positive self-image
- feel safe at the School,
- enjoy their education, and achieve the highest standards
- are able to be positively involved in the wider community, and recognise their rights and responsibilities
- are equipped with the skills, knowledge and understanding to enter the world of work.

**Please be advised that although initially based at a specific site the post holder may be required to work across both the Federated Sites.**

**Main Areas of Responsibility:**

- To support students with learning on a one to one basis or in a small group or in the classroom.
- To work with students on therapy or care programmes that are designed and supervised by a therapist.
- To attend to pupils personal needs including toileting, hygiene, dressing, eating and giving minor medical support.
- To assist with the development and implementation of Individual education/behaviour/ care plans/programmes.
- To establish constructive relationships with pupils and interact with them according to individual needs.
- To promote the inclusion and acceptance of all pupils.
- To promote good pupil behaviour, dealing promptly in line with established policy and encourage pupils to take responsibility for their own behaviour and encourage them to interact with others and engage in activities led by the teacher.
- To provide feedback to pupils in relation to progress and achievement under the guidance of the teacher.
- To give regular feedback to teachers on pupils' achievement, progress and learning.
- To create and maintain a purposeful, orderly and supportive environment, in accordance with lesson plans and assist with the display of pupils' work including preparation and tidying of the learning environment and resources.
- To monitor pupils' responses to learning activities and accurately record achievement/progress as directed.
- To provide clerical/admin support, for example, photocopying, collection of money.
- To assist with the supervision of pupils out of lesson times, including before and after school as may be reasonably directed.
- To accompany teaching staff and pupils on visits, trips and out of school activities and take responsibility for a group under the supervision of the teacher as may be reasonably directed. To carry out the duties in the most effective, efficient and economic manner available.
- To continue personal development in the relevant area.
- To participate in the staff review and development appraisal process.
- To undertake Health and Safety Training on areas within the designated work area

The Governors have made every effort to be accurate in this job description, but all applicants must accept the need for, and likelihood of changes in their job role and responsibilities. The Governors and Executive Headteacher will make every attempt to make changes in the spirit of the Job Description where this can be achieved without detriment to the best interests of the learners on roll and the efficient management of the school.

**Signed :**_____ **Date:**_____

Appointment Criteria / Person Specification **(Application / Interview / Reference / Certificate)**

| Personal Attributes Required | Essential (E) Or Desirable (D) | Method of Assessment |
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| **Training and Qualifications**<br>2 X GCSE's in English & Maths Grade C or above or equivalent level of qualification in both subjects (please clearly indicate on application forms and proof must be provided at interview)<br><br>Level 2 Teaching Assistant qualification or equivalent level of qualification in relevant area or showing a commitment of working towards<br><br>Willingness to undertake further relevant teacher assistant training | All Essential | A/I/C |
| **Experience/Knowledge**<br><br>Experience of working and interacting with children<br><br>Basic knowledge of how to use ICT to support learning<br><br>Understanding of how to use relevant equipment/resources<br><br>Some knowledge of children's games and activities<br><br>Knowledge of how young people learn and how to develop/motivate them<br><br>Knowledge/experience of how to support young people with special educational needs<br><br>**Personal Skills, Abilities and Competencies**<br><br>Ability to converse with and relate well to pupils with communication difficulties<br><br>Ability to communicate well with adults<br><br>Ability to work under supervision and as a team member<br><br>Ability to work in accordance with the schools health and safety policies<br><br>Willingness to undertake basic first aid<br><br>Knowledge of Health and Safety<br><br>Ability to model acceptable behaviour<br><br>Ability to extend young people's thinking skills | All Essential | A /I<br><br>A /I<br><br>A /I |

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| A knowledge of the national/foundation stage curriculum and other basic learning programmes<br><br>Understanding of relevant policies, codes of practice and awareness of relevant legislation<br><br>Ability to deal with minor injuries<br><br>Calm nature<br><br>Confident<br><br>Enthusiastic<br><br>Flexible<br><br>**Legal Issues**<br><br>Legally entitled to work in the UK | | |