

## 1:1 Teaching Assistant Job Description

As part of Delta, Education Trust, The Quay School's vision is ***"Learning together in pursuit of happiness"***. This means we really care whether pupils love or hate their learning, so we work hard to create a space where pupils learn together to become knowledgeable, self-aware, independent and happy people who make a positive difference, wherever life takes them. We are looking for enthusiastic and inspirational Teaching Assistant to share our vision in all they do.

<b>Job Title</b>	Teaching Assistant
<b>School</b>	The Quay School
<b>Grade</b>	Grade E
<b>Reporting to</b>	Line Manager
<b>Hours</b>	34.5 per week – Term time only
<b>Contract</b>	Fixed Term until July 2024 (with possibility of extension)

### Main Purpose of the job

- Assist The Quay School Teachers, School Teachers, and other relevant staff in supporting pupils with emotional and behavioral difficulties who are excluded / disaffected from school or who are unable to attend school due to illness or other difficulties.
- Supervise and support targeted students both individually and in groups.
- Help students achieve learning and behaviour targets as specified in Individual Programmes.
- Liaise closely with parents/carers and other professionals and to develop effective partnerships in the interests of the child/young person.

### Duties and Responsibilities

- Motivate and support students in a variety of learning situations in a variety of settings. For example: in schools; in study groups; in college; at leisure / sporting centers; with individuals and with groups.
- Supervise students during breaks, lunchtimes, before and after school e.g. breakfast clubs, homework clubs, as well as activities/visits out of school.
- Help students develop good study, organisational and social skills.
- Build student's confidence and motivation.
- Support students using IT resources including audio visual equipment and computer equipment.
- Oversee students working on individual programmes and in small groups.
- Support behaviour and attendance programmes.

- Improve relationships with parents/carers by having meetings and consulting with them regularly.
- Promote regular attendance, this may include transporting / escorting students.
- Mentor students and refer them to specialist services where appropriate.
- Monitor and record the progress of target students.
- Liaise with teaching staff, parents, outside agencies as necessary building meaningful relationships by communicating effectively with your colleagues, The Governing Body, other professionals within the Local Authority and Voluntary agencies.
- Participate in further training/professional development programmes in order to improve your own teaching.
- Maintain an awareness of your role in Behaviour Management methods and techniques and to implement Trust and The Quay School in relation to these and to undertake regular training as required.
- Contribute to planning and review meetings.
- Develop effective professional and constructive relationships with colleagues

### **Additional Duties**

In addition to core responsibilities, some teaching assistants will lead/develop one or two additional areas of provision such as:

- A vocational area
- Parental engagement / parenting programmes
- Emotional Literacy programs
- Targeted Mental Health Programmes
- Social Skills
- Workskills
- Outdoor Learning / Forest School
- Positive Attendance strategies
- Induction & Assessment
- Assessment & Interventions
- Mentoring
- School council and student voice
- Rights Respecting Schools Programme

### **Personal and professional conduct**

- Develop effective professional and constructive relationships with colleagues
- Uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school
- Understand and act within the statutory frameworks setting out their professional duties and responsibilities
- Contribute to the development, implementation and evaluation of the school's policies, practices and procedures, so as to support the school's values and vision
- Be required to safeguard and promote the welfare of pupils and follow school policies and the staff code of conduct.

## **Other**

- Promote the safety and wellbeing of pupils
- Maintain good order and discipline among pupils, managing behaviour effectively to ensure a good and safe learning environment
- Be responsible for your health, safety and welfare in accordance with the School's policy and the Health and Safety at Work Act, 1974.
- Perform your duties in accordance with School's Equal Opportunities Policy and Safeguarding Procedures.
- Perform all duties efficiently and with the utmost care and confidentiality.

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that you will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the headteacher or line manager.

The duties of the post will be reviewed annually and after due consultation with the post holder and if she/he wishes, with his/her trade union representative, changes in duties may be made in the light of the requirements of the service.

## Person Specification – Teaching Assistant

Criteria	Essential	Desirable
<b>Qualification and Experience</b>	<ul style="list-style-type: none"> <li>• Experience of working with children in one of the following settings:</li> <li>• School – primary / secondary/ PRU</li> <li>• Further education</li> <li>• Social Services setting</li> <li>• Voluntary agency</li> <li>• Education Welfare</li> <li>• Health Service setting.</li> <li>• Youth Service</li> </ul>	<ul style="list-style-type: none"> <li>• Qualifications in Education; Youth Work; Social Work; Health, Careers, YOT, parenting</li> <li>• Counselling skills.</li> <li>• First Aid Certificate</li> <li>• Experience of producing curriculum / teaching support materials.</li> <li>• Experience of working with adolescents.</li> </ul>
<b>Skills and Knowledge</b>	<ul style="list-style-type: none"> <li>• English and numeracy at a minimum GCSE grade C</li> <li>• Ability to respond appropriately to anti-social behaviour, i.e. avoid confrontation, stay calm, non-judgemental</li> <li>• Ability to work with parents / carers in difficult situations</li> <li>• Familiarity and basic competency with ICT</li> <li>• Communicate effectively both verbally and in writing to children, parents and professionals e.g. writing letters.</li> <li>• Help children to work on specific activities / tasks</li> <li>• Work as part of a team</li> <li>• Work with a variety of professionals and agencies</li> <li>• Use own initiative and operate independently when required.</li> <li>• Maintain optimistic and motivational attitude to young people.</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of personal, social and educational topics which relate to adolescent concerns.</li> <li>• Basic knowledge of relevant educational guidance e.g. exclusion, disaffection, attendance issues (see DfEE Circular 11/99, Social Inclusion Pupil Support.)</li> <li>• Knowledge of strategies used in dealing with young people with learning and behavioural difficulties.</li> <li>• Experience of the Internet and email.</li> <li>• Experience of using Microsoft Office</li> <li>• Experience of assisting students in the use of ICT.</li> <li>• Skills and knowledge in a vocational area such as OAA / Catering/ Mechanics/Sport/ Angling/Media</li> </ul>
<b>Personal qualities</b>	<ul style="list-style-type: none"> <li>• Share our vision</li> <li>• A commitment to getting the best outcomes for all students and promoting the ethos and values of the school</li> <li>• High expectations for children's attainment and progress</li> <li>• Ability to work under pressure and prioritise effectively</li> <li>• Commitment to maintaining confidentiality at all times</li> <li>• Commitment to safeguarding and equality</li> <li>• A belief that ALL students have the right to an education</li> <li>• Resilience – tomorrow is a new day with new opportunities</li> </ul>	

<b>Other factors</b>	<ul style="list-style-type: none"> <li>• Willingness to work over student lunch hours and in different locations.</li> <li>• Ability to support with adventurous activities/sports which take place offsite</li> <li>• Home visits</li> <li>• Escorting students to school / interviews / leisure activities etc.</li> <li>• Satisfactory pre employment checks including DBS, references and full career history</li> <li>• Own transport/driving licence</li> </ul>	
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