

THE MARCHES ACADEMY TRUST

POST TITLE:	Teaching Assistant (Access Leader)
GRADE:	Grade 6, Scale points 7-11 (Pro Rata)
HOURS OF WORK:	37 hours per week, Term time plus 2 days
POST STATUS:	Permanent

INTRODUCTION

Vision and Values - Our Vision – 'Achievement Through Caring'

We believe: Successful creative lifelong learners participate in a journey of self-discovery. They know how to learn, acquire skills and feel safe to take risks with confidence and courage.

We offer:

- ❑ A supportive environment with an experienced team where you will be invested in and valued.
- ❑ A varied and exciting role – building relationships with a range of colleagues across the Multi-Academy Trust.
- ❑ A varied day with different experiences and challenges.
- ❑ A Talent Pathway that offers you continued professional development and learning for you as an individual.

PURPOSE

To ensure the progress and well being of every child of all ages and ability, including students with SEND and social and emotional and mental health needs.

To remove barriers to learning and ensure all children are resilient learners who feel happy, safe and have the skills to achieve in a caring environment.

RESPONSIBLE TO

The post holder will be responsible to the Headteacher, Assistant Headteacher/ SENCO and will have contact with students, teaching staff, parents, carers and relevant outside agencies.

MAIN ACTIVITIES TO THE PARTICULAR DUTIES:

- ❑ To support and provide general care, welfare and safety of students.
- ❑ Provide social, emotional and mental health guidance and support including anger management strategies, attachment training and mentoring.
- ❑ To work with the Attendance Officer and Safeguarding Officer to complete Early Help referrals and any other appropriate paperwork (Liquidlogic) and offer support and liaise with families and other appropriate external agencies.
- ❑ To work with students and advise teachers on students with Sensory and Physical needs, Communication and Interaction needs and liaise with other external agencies and healthcare specialists, including Hearing Impaired.

- ❑ To establish a positive relationship with students.
- ❑ To encourage acceptance and integration of students with Special Needs.
- ❑ To develop methods of promoting/reinforcing student's self-esteem.
- ❑ To sustain an active engagement with families of designated students to help them explore issues and make changes in areas that may be affecting their child's learning and development. This may involve home visits.
- ❑ To contribute to the maintenance of the student's progress records as in their person centred plan (PCP).
- ❑ To participate in the target setting evaluation and review of the person centred plan (PCP) and one page profile (1PP).
- ❑ Contribute to Assess, plan, Do, Review and Annual review meetings.
- ❑ Assist in the identification of students with special educational needs.
- ❑ Support the SENCO in meeting the needs and targets for students with statements or an EHCP and those identified as SEN Support including students accessing the Communication and Interaction Hub.
- ❑ Assist with the development and implementation of Individual Education/Behaviour Plans, Risk Assessments, Early Help Plans, Personal Care and Therapy Care programmes for a designated group/form.
- ❑ Carry out some administrative tasks for the SENCO – filing, drafting letters, and form filling.
- ❑ Attend student support meetings/take minutes.
- ❑ Supervise clubs as directed by the SENCO either before normal school hours, during normal school break and lunchtimes or after school.
- ❑ Assist in the collation of evidence for Exam Access Arrangements for all relevant students.
- ❑ Adopt the role of exam access arrangement provider when required e.g. invigilator, reader, scribe etc.
- ❑ To support children on school trips, including educational experiences outside of school e.g. At FE college.
- ❑ During the absence of the classroom teacher, to supervise students undertaking work which has been set in accordance with school policy.
- ❑ To manage student behaviour and deal promptly with conflict and incidents in line with established school policy.
- ❑ To deal with any immediate problems or emergencies, in the absence of the teacher, according to the school's policies and procedures.
- ❑ To return the work completed by students to the appropriate teacher and feedback on any behavioural or other issues, using the school's agreed referral procedures.
- ❑ To monitor and evaluate students' responses to learning activities through observation and recording of achievement and to provide feedback/reports as required.

TEACHING AND LEARNING

- ❑ To Support the SENCO with teaching a group of students in relation to students being placed within the Access Group or in the Communication and Interaction Hub.
- ❑ To supervise teaching groups during the short term absence of the class teacher under the guidance of the Subject Leader and the Leadership group, including implementing work programmes, managing student behaviour and assisting students in relevant activities in line with the school's policies and procedures.
- ❑ Provide a 1:1 /small group tutoring, teaching or mentoring role to students.

- ❑ To assist in the support, education, integration and development of independence of students with SEND, MLD and Communication and Interaction needs within mainstream school and the Hub. To ensure students retain access to high quality first teaching.
- ❑ In conjunction with the class teacher and/or other professionals, to develop and maintain a system for recording student's progress.
- ❑ Assist with the delivery, invigilation, marking and recording of screening tests for students e.g., dyslexia screening, access arrangements.
- ❑ Support students who have been isolated from their teaching group – e.g. supervision, collection of work, providing guidance with the task, ensure completed work is returned to staff.
- ❑ Assist students with the organisation and completion of homework tasks e.g. running lunchtime /break time clinics; checking diaries for particular children
- ❑ To support from one school/class to another for integration purposes e.g. Link with KS2 staff.
- ❑ To be responsible for the organisation, classroom maintenance, setting out, clearing away and care of resources to create a purposeful and attractive learning environment.
- ❑ Keep a record of student progress and use assessment data to target intervention and develop strategies which show impact on progress.
- ❑ Record on the management information system student successes, rewards and incidents of inappropriate behaviour.
- ❑ Deliver intervention planned with SENCO to develop targeted student support to ensure progress and access to high quality first teaching.

CURRICULUM DEVELOPMENT

- ❑ To contribute to the team responsibility for a subject or aspect of the school's work and develop plans which identify clear targets and success criteria for its development and/or preservation.
- ❑ Contribute to whole school's development activities.
- ❑ To assist the class teacher (and other professionals as appropriate) in the development of a suitable programme of support for students with SEND needs and those with social emotional needs.
- ❑ To support teachers in selecting and preparing teaching resources that meet students' needs and interests including when appropriate the Communication and Interaction Hub.

STANDARDS AND QUALITY ASSURANCE

- ❑ To uphold department, school and Trust procedures, policies and plans.
- ❑ To represent the department in cross-curricular working parties.
- ❑ To attend relevant INSET/CPD courses and meetings within the Trust and with outside agencies.
- ❑ To take part in discussions and case conferences where appropriate.
- ❑ To attend and participate in regular meetings and participate in training and other learning activities (performance management) as required.
- ❑ To liaise and consult with other professionals supporting students.
- ❑ To take a professional approach to all aspects of the work.
- ❑ Respect confidentiality: all confidential information should not be released to unauthorised persons.
- ❑ Attend conferences/meetings regarding student welfare and support e.g. PPM, case conferences etc.

- ❑ Comply with the performance management procedures which will include regular lesson and intervention observations, analysis of a student progress portfolio and record keeping, and co-coaching.
- ❑ Have regular contact with Transition & Key Stage Directors to update and share information
- ❑ Jointly attend meetings with parents and/or outside agencies.

COMMUNITY RESPONSIBILITIES

- ❑ Under the SENCO'S direction, make contact with students and parents regarding school issues and ensure effective dialogue with parents in accordance with school policies.
- ❑ To attend and support community events as required.
- ❑ To liaise with families of designated students involving home visits.

STAFF DEVELOPMENT

- ❑ To take part in the Academy's staff development programme by participating in arrangements for further training and professional development.
- ❑ To continue personal development in relevant areas including subject knowledge and teaching methods.
- ❑ To contribute to the delivery of relevant training programmes.
- ❑ To attend relevant in-service training and meetings.
- ❑ To undertake medical training and provide medical cover if required including first aid.
- ❑ To work as a member of the department team to contribute to positive effective working relationships within the Academy Trust.

SAFEGUARDING

Everyone within our Academy Trust shares the objective to help keep children and young people safe by contributing to:

- ❑ Providing a safe environment for children and young people to learn in an education setting and identifying those who are suffering or likely to suffer significant harm, taking appropriate action with the aim of ensuring they are kept safe both at home and within the education setting.
- ❑ Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to the appropriate person.

The duties may be varied to meet the changing demands of the school at the reasonable discretion of the Headteacher.

This job description does not form part of the contract of employment. It describes the way the post holder is expected and required to perform and complete the particular duties as set out above.

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

"This post is exempt from the Rehabilitation of Offenders Act 1974 and as such all applicants who are appointed to this post will be subject to an Enhanced Disclosure from the Criminal Records Bureau before the appointment is confirmed. This check will include details of cautions, reprimands or warnings, as well as convictions and non-conviction information. Once provisionally appointed, the successful

applicant may also be required to apply for an Enhanced Disclosure at predetermined intervals during the course of their employment whilst in this post."

Note: The Marches Academy Trust schools are a designated no smoking workplace. There is an expectation that staff maintain a professional dress code and that ID badges will be worn and will be on show.