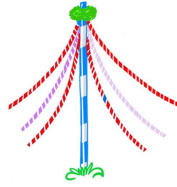


Maypole School



Job Description & Person Specification

for the role of

High-Level Teaching Assistant (Off-Site)

February 2024

Maypole School is committed to creating a diverse workforce. We'll consider all qualified applicants for employment without regard to sex, race, religion, belief, sexual orientation, gender reassignment, pregnancy, maternity, age, disability, marriage or civil partnership.

Job details

- **Salary range:** £24,000 - £25,000. Starting salary is £24,000 rising to £24,500 on successful completion of probationary period.
- **Term-time only:** 39 weeks / year
- **Hours:** 38 hours / week
- **Working day:** 0815 – 1600 (1615 on Mondays; and 1500 on Fridays)
- **Contract type:** Full time, permanent
- **Location:** Based at Maypole School in Streatham (SW16), and working in the local area
- **Reporting to:** Head of Off-Site programmes and Assistant Headteacher / Headteacher

About this Role

The purpose of the offsite teaching assistant role is to work with pupils who are on Maypole's Pathways to Employment placements.

Pathways to Employment is an off-site placement for pupils in years 10 - 14, whose needs will be best met by a bespoke programme conducted out in the community. It is a full-time placement that is designed according to the specific needs of each pupil, as defined by their EHCP. It is designed to be a substantive placement for one or more years, not merely a short-term filler.

Pathways will therefore be most suitable for pupils who have struggled to attend or to engage on-site at their previous schools, for whatever reason; and who will learn and achieve more through a vocationally based programme while working towards Functional Skills academic qualifications, when provided with the required social, emotional, mental health and academic support. Maypole's approach is nurture-based, with unconditional positivity towards pupils.

All Pathways placements will have the generic aims of developing the individual's independent living and employability skills, and of maximising their ability and opportunity to gain employment.

Purpose and Scope of this Role

- The purpose of the offsite High Level Teaching Assistant role is to work with pupils who are on Maypole's Pathways to Employment placements.
- You would start working in support of an experienced Off-site TA, and once your induction training is complete then you would work 1:1 with Pathways students, to provide general pastoral and academic support to them.
- These students typically have social, emotional and mental health difficulties, with additional complex needs and challenging behaviour.
- You are required to teach basic Maths and English, and support the students to develop their social skills, and life and independence skills on a daily basis. You will also accompany and support them during vocational courses and work experience, and physical / sporting activities.
- Duties and responsibilities of the post may change over time as requirements and circumstances change. The person in the post may also be required to carry out such other duties as may be necessary from time to time.

Other Aspects

- **Commitment to Diversity:** As a member of the School Team, to take individual and collective professional responsibility for championing the School's diversity agenda and proactively implementing initiatives which secure equality of access and outcomes. Also to commit to continually developing personal understanding of diversity.
- **Key External Contacts:** Parents / carers
- **Key Internal Contacts:** Medical, therapy and other multi-agency professionals, more experienced teaching assistants, qualified teachers, and members of the School's Leadership Team.
- **Key Areas for Decision Making:**
 - When to share/report concerns regarding pupil's physical or emotional need.
 - Monitoring and recording pupil progress against agreed targets, and raising concerns regarding achievement where appropriate.
 - Immediate decisions regarding the student's behaviour whilst out in the community

- **Other Considerations:** Whilst there are some pupils with complex needs in mainstream schools, the environment in a special school is more intense and continuously presents a variety of both mentally and physically challenging situations for staff at all levels.

Job Description

Key Accountabilities and Result Areas

- Supervising and supporting pupils, ensuring their safety and access to learning.
- Establishing good relationships with pupils, acting as a role model and being aware of and responding appropriately to individual needs.
- Encouraging pupils to interact with others and engaging in activities led by the teacher.
- Supporting pupils in respect of local and national learning strategies e.g. literacy, numeracy, Key stage curriculum, Assessments, Exams as directed by the teacher.

Core Duties

- Each student will have an Individual Education Plan (IEP), and Individual Behaviour Support Plan (IBSP) and a termly learning programme, which you will work towards achieving, as directed by your line manager.
- You will work 1:1 or 2:1 with a Key Stage 4 student out in the community, delivering basic Maths and English lessons to support the student towards their Functional Skills Exams, including creating resources to support the delivery of basic Maths and English lessons.
- Supporting students during their work experience / college days, and supporting and joining in (where appropriate) with the students on their other activities (for example swimming, trampolining, horse riding, music studio etc).
- Communicating closely with the student's parents/carers as required, including regarding daily pick up / drop off arrangements.
- Participating in pupils' behaviour programmes including the risk assessment process.
- Being aware of and complying with policies and procedures relating to each student, being aware of the effect that pupils' medical conditions can have on learning, and protecting and safeguarding each student, as required. Report any and all concerns to your line manager, in accordance with school policies.
- Promoting the inclusion and acceptance of all pupils, and encouraging pupils to act independently, as appropriate.
- **Dealing with unexpected situations which are not clear-cut, involving the assessment, care and management of an individual pupil.**
- **Physical Intervention when needed, but only as a last resort.**

- Attending to the pupils' personal needs and implementing related personal programmes, including social, health, physical, hygiene, first aid and welfare matters. If this involves the use of specialist equipment then training would be provided.
- Being responsible for all aspects of feeding, toileting, changing & pupil hygiene, and administering medication.
- Following school procedures (including those for manual handling, positive handling, eating and drinking).
- Being aware of pupil problems/progress/achievements and reporting to Management as agreed.
- Supporting your team in managing pupil behaviour, reporting difficulties as appropriate.
- Being responsible for maintaining knowledge of pupils' behaviour programmes.
- Preparing resources for lessons including any equipment needed, petty cash, transport routes etc
- Undertaking pupil record keeping as required, gathering/reporting information from/to parents/carers as directed, and providing clerical / administrative support (e.g. photocopying, typing, filing, collecting money etc) as required.

Support for the Curriculum

- Making yourself familiar with the lesson objectives.
- Supporting pupils in using basic ICT as directed.
- Supporting pupils to understand instructions.
- Preparing and maintaining equipment/resources as directed by the teacher and assisting pupils in their use.
- Having an awareness of the effect that pupils' medical conditions can have on learning.
- Being aware of and complying with policies and procedures relating to child protection/safeguarding, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Being aware of and supporting difference and ensuring all pupils have equal access to opportunities to learn and develop.

Additional duties

- Contributing to the overall ethos/work/aims of the school.
- Appreciating and supporting the role of other professionals.
- Attending relevant multi-disciplinary staff meetings as required.
- Participating in training and other learning activities and performance development as required.

- Assisting with the supervision of pupils out of lesson times, including before and after school and at lunchtimes.
- Accompanying teaching staff and pupils on visits, trips and out of school activities as required.
- Each TA will be assigned a specific duty to undertake which could range from register tracking, ICT coordination, Fire Warden, to ordering supplies etc. This will be allocated to you in addition to your other tasks listed above.

Support for Environmental Policy

Seeking opportunities for contributing to sustainable development of the school, in accordance with the School's Green Commitment. In particular, demonstrating good environmental practice (such as energy efficiency, use of sustainable materials, sustainable transport, recycling and waste reduction, supporting the school's aim of being paperless) in management of the service provision.

Data Protection

Being aware of the School's legal obligations under the Data Protection Act 2018 (the "2018 Act") and the EU General Data Protection Regulation ("GDPR") for the security, accuracy and relevance of personal data held, ensuring that all administrative and financial processes also comply. This will involve:

- Maintaining records and archive systems in accordance with School procedures and policies as well as statutory requirements.
- Treating all information acquired through employment, both formally and informally, in accordance with the Data Protection Policy.

Confidentiality

Treating all information acquired through employment, both formally and informally, in confidence. There are strict rules and protocols defining employee access to and use of the School's databases. Any breach of these rules and protocols will be subject to disciplinary investigation. There are internal procedures in place for employees to raise matters of concern regarding such issues as bad practice or mismanagement.

Equalities and Diversity

The School has a strong commitment to achieving equality of opportunity in its services to the community and in the employment of people. It expects all employees to understand, comply with and to promote its policies in their own work, to undertake any appropriate training and to challenge racism, prejudice and discrimination. This includes respecting and valuing the different experiences, ideas and backgrounds others can bring to work and to teams.

Safeguarding

All staff must at all times display a commitment to the protection and safeguarding of children and young people, and value and respect the views and needs of children and young people.

Staff must demonstrate a commitment to fundamental British values and an awareness of how these can be promoted in direct work with children.

Health and Safety

Every employee is responsible for their own Health & Safety, as well as that of colleagues, service users and the public. Employees should co-operate with management, follow established systems of work, use protective equipment where necessary and report defectives and hazards to management.

Being an effective and collaborative member of the School Team

- Participating in training to be able to demonstrate competence.
- Championing the professional integrity of the School
- Supporting Best Value and electronic management of processes.
- Actively sharing feedback on School policies and interventions

Notes

This job description may be amended at any time in consultation with the postholder.

Last review date: September 2022

Next review date: September 2023

PERSON SPECIFICATION FOR THE ROLE OF HIGH LEVEL TEACHING ASSISTANT

What Qualifications, Experience, Skills & Knowledge do we want Applicants to have?

	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> ● 	<ul style="list-style-type: none"> ● Education to GCSE standard is highly desirable, but not essential providing there is an acceptable standard of literacy and numeracy ● Level 3 TA qualification
Experience	<ul style="list-style-type: none"> ● 	<ul style="list-style-type: none"> ● Previous experience of working as a TA ● Previous experience of working with or caring for children with Special Educational Needs ● An understanding of Adverse Childhood Experiences / developmental trauma / social, emotional and mental health difficulties
Skills & Knowledge	<ul style="list-style-type: none"> ● Effective literacy and numeracy skills ● Competent IT skills, able to use computers and photocopier, and familiar with Word, Excel and Powerpoint ● Be able to react positively and constructively to challenging situations involving the care and management of individual children. ● Being able to partake in physical intervention ● Good communication skills, and the ability to communicate fluently in English ● Ability to relate well to children and adults ● Work constructively as part of a team ● Being able to deal with emotional and physical challenges or working with children with social, emotional and mental health difficulties, and with regular involvement in physical intervention ● 	<ul style="list-style-type: none"> ● Knowledge of using educational software ● Understanding and prior knowledge of child protection and safeguarding

Personal Qualities	<ul style="list-style-type: none">● Displays commitment to the protection and safeguarding of children and young people● Willing to participate in development and training opportunities● Willing and able to participate in physical interventions as required, after the required training	
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