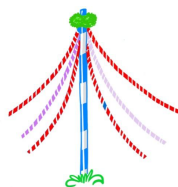


Maypole School



Job Description & Person Specification

for the role of

Teaching Assistant

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:** £21,395 - £22,895. Starting salary is £21,395, rising to £21,895 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:** Maypole School in Streatham (SW16) or Maypole School in Sunbury (TW16)
- **Reporting to:** Class Teacher or member of the Senior Leadership Team

Main Purposes and Scope

- To work under the direct instruction of teaching/senior staff, usually in the classroom with the teacher, to support access to learning for pupils with SEMH, additional complex needs and challenging behaviour, and provide general support to the teacher in the management of pupils and the classroom.
- To deliver an area of the curriculum as agreed and under the supervision of the class teacher or Assistant Headteacher / Headteacher.
- 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 pupil progress and raise concerns regarding achievement against agreed targets
- **Other Considerations:** Whilst there are some pupils with EHCP's in main stream schools, the environment in a special school is far 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

- Participating in pupils' behaviour programmes including risk assessment process.
- Being aware of pupils' Individual Education Plan (IEP), Individual Behaviour Support Plan (IBSP) and termly learning programmes.
- Dealing with unexpected situations which are not clear-cut, involving assessment, care and evaluation in the care and management of an individual pupil.
- Attending to the pupils' personal needs and implementing related personal programmes, including social, health, physical, hygiene, first aid and welfare matters. (This may involve use of specialist equipment).
- Promoting the inclusion and acceptance of all pupils.
- Encouraging pupils to act independently as appropriate.
- 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 the teacher as agreed.
- Supporting the teacher in managing pupil behaviour, reporting difficulties as appropriate.
- Being responsible for maintaining knowledge of pupils' behaviour programmes.
- Preparing classroom as directed for lessons and clearing afterwards and assisting with the display of pupils work.
- Undertaking pupil record keeping as requested
- Gathering/reporting information from/to parents/carers as directed.
- Providing clerical/administrative support, e.g. photocopying, typing, filing, collecting money etc.

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 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"> • Good 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 • 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 • • Ability to relate well to children and adults • Work constructively as part of a team 	<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 	

	<ul style="list-style-type: none">● Willing to participate in development and training opportunities● Willing and able to participate in physical interventions as necessary, after the required training	
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