



Teaching Assistant – Grade 6

Core Purpose:

- To support the learning of students by delivering educational and pastoral programmes/ interventions to improve outcomes for vulnerable students in and out of the classrooms
- To contribute to the smooth running of the centre, undertaking other reasonable tasks such as break and lunchtime supervision, supporting students during off-site activities
- To support the promotion of a positive learning environment, for example, putting up displays, organising and preparing resources

Key responsibilities include:

- Plan as appropriate and deliver targeted interventions to support students' academic and SEMH needs
- Support the teacher to deliver effective lessons through using appropriate strategies to engage students in learning activities
- Provide appropriate support to students to help them manage their behaviour, including out of class if necessary
- Assist with other activities related to the supervision of students such as break/lunch supervision, in-class support.

Key duties

Support for students:

- Deliver 1:1 or small groups interventions e.g. literacy, numeracy or SEMH programmes, as identified by the SEND team
- Accurately record assessment and progress data to support Altus Plans, Pupil Passports or EHC applications/reviews
- Establish positive working relationships with students modelling the Altus School expectations of ready, respectful, safe
- Helping students to manage their in a relational, trauma informed way, in line with the school's Relationships & Behaviour Policy, supporting de-escalation as needed
- Help students complete tasks in lessons e.g. scribing, re-explaining activities, reading for the student

Support for classroom teacher:

- Work with the teacher to establish an appropriate learning environment within the classroom
- Adopting relevant strategies to support the teacher and increase achievement of all students including, where appropriate, those with special educational needs and disabilities (SEND) and those with social, emotional and mental health needs (SEMH), either within the class, group or one-to-one
- Under the guidance of the teacher work with identified students outside of the classroom e.g. to complete tasks or to support in managing dysregulated behaviour
- Provide information and feedback to support teacher assessment of students' progress and achievement
- Provide supervision of a class if a teacher is unavailable delivering set activities provided
- To collect work in and return to the usual class teacher, meeting with the teacher where appropriate to discuss progress and any issues arising in the lesson

Schoolwide support:

- To uphold the whole school ethos by ensuring all staff and pupils understand and adopt the school vision and values.
- To undertake administrative tasks related to classroom resources or centre displays as needed
- Providing relevant break, lunchtime and offsite supervision.
- Demonstrate positive attitudes, values and behaviours to develop and sustain effective relationships with the school community
- Respect individual differences and cultural diversity
- Promote the welfare of children and young people and at all times ensure safeguarding policies and procedures are followed.

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 the teacher will carry out. The postholder may be required to do other duties appropriate to the level of the role, as requested by the Director or senior leader

Person Specification

Essential:

- Level 2 Literacy and Numeracy qualification
- Significant experience of working with children and young people with complex needs
- Ability to work independently in a range of settings and at times unsupervised.
- Ability to relate well to both children and adults
- Ability to remain calm and empathetic under pressure or when supporting challenging behaviours
- Good organisation and interpersonal skills.
- Ability to work in an inclusive and non-judgemental way.
- Understanding of SEND and other barriers to learning that young people may face
- Basic understanding and use of technology e.g. internet, email, Microsoft office
- Experience of working with children and young people
- Ability to work effectively within a team
- Knowledge and understanding of safeguarding procedures and processes

Desirable:

- A relevant, recognised qualification e.g. Diploma in Childcare, NVQ Level 3 for Teaching Assistants
- Knowledge and understanding of the SEND Code of Practice
- Knowledge of appropriate interventions or strategies to support students' SEMH
- Other relevant training e.g. Team Teach, first aid