

Position Title:	<b>Teaching Assistant (LSC)</b> Safeguarding, Wellbeing & Academic Progress	Date Prepared:	June 2020
Location:	Burnside Secondary School PRU/Hawkswood Group	Grade:	Scale 4
Responsible to:	Leadership team	Hours:	32.5

**Job Purpose**

To support and assist pupils with learning and development needs and to follow any learning and therapy programmes as advised by the Leadership Team, external agencies and class teacher. To help pupils to make excellent progress from their starting points. To enable pupils to develop positive and resilient attitudes to learning and confidence in their abilities. To support, develop and enrich the aspirational culture and ethos of Burnside School/Hawkswood Group.

To support teachers and Senior Leaders with key priorities linked to the school development plan. This could include attendance support and monitoring, learning environments etc.

**Tasks, Duties and Responsibilities**

**1 Support for Pupils**

- To work under the direct instruction of teaching/senior staff, in and out of the classroom, to consistently support pupils with additional needs. Work with individuals, groups of pupils and classes.
- Establish productive working and nurturing relationships with pupils, according to individual needs, acting as a role model and setting high expectations.
- Support the implementation of IEPs, Reward/Consequences systems and de-escalation and behaviour plans.
- Promote the inclusion and acceptance of all pupils within the classroom, applying a trauma informed approach when interacting with pupils.
- Actively promote a culture of aspiration and growth mindset so that it is embedded and impacts on pupil outcomes.
- Encourage pupils to interact and work co-operatively with others and engage all pupils in activities.
- Promote independence and employ strategies to recognise and reward achievement and develop self-esteem.
- Provide feedback to pupils in relation to progress and achievement, including in the moment feedback, coaching, marking and correcting misconceptions.
- Engage pupils in supporting and modelling social skills in class, and during break/lunchtime.
- Support pupils to self-regulate and provide opportunities for pupils to have 'safe spaces', using necessary techniques to support the safety of all pupils including de-escalation, and, where necessary, positive handling.
- Regular communication with staff team and families/carers on the three areas of pupil attainment: Safeguarding, Wellbeing and Progress, to promote positive attitudes and high levels of engagement in school life.

**2 Support for the Teacher**

- Organise appropriate learning environment and resources, including corridors, shared space displays and learning walls
- Monitoring, assessing and recording pupils' work as directed by the teacher.
- Provide objective and accurate feedback on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence.
- To anticipate and manage pupil behaviour constructively, promoting self-control and independence in line with school policies and procedures.
- Supporting the role of parents in pupils' learning and contribute to meetings with parents to provide constructive feedback on pupil progress, behaviour and achievement.
- To support in the management of pupil behaviour constructively, with kindness and respect, promoting self-control and independence.
- Support with the administration of exams, tests and assessments.

**3 Support for the School**

- Promote, comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting concerns to an appropriate person.
- Be aware of and implement personalisation of learning to ensure all pupils have equal access to learning to make expected progress.
- Be a pro-active and solution- focused member of the team. Someone who will contribute to the overall ethos and aims of the school modelling a 'can-do' approach.
- Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils.

- Willingness to support British Values in an active 'real' and innovative way. Demonstrating those values as a positive role model for others so that pupils see and not just 'hear' what you teach them: mutual respect; tolerance; justice and democracy.
- Promote a coaching culture and the ability to sustain a flexible approach and growth mind-set attitude, modelling expected behaviours at all times.
- Supporting others to apply the presentation and publishing policy, ensuring that pupils' published outcomes are shared across the school and reflect our ambition for high quality outcomes for all pupils.

#### **4 Support for the Hawkswood Group**

- To work collaboratively with others across the Hawkswood Group in a real team 'family' approach to coaching and development.
- Participate in staff meetings, Hawkswood group and Borough focus groups relating to the curriculum, administration and general organisation of the school.
- Willingness to work across Hawkswood and support other provisions when reasonably requested. Demonstrate an attitude of collaboration and group support and be part of our vibrant learning community.

#### **5 Support for the Curriculum**

- Deliver learning activities to pupils within an agreed system of supervision, adjusting activities according to pupil responses/individual needs.
- Deliver local and national learning strategies e.g. reading, writing, maths and emotional literacy. Link classroom learning to the world of work.
- Use ICT effectively to support learning activities and develop pupils' competence and independence in its use.
- See every interaction as a time to support pupils in developing specific skills in relation to IEPs's, EHCP's and behaviour plans.

#### **6 Line Management**

- Liaise between managers and teaching staff
- Participate proactively in regular team meetings and training including performance management, appraisal and development procedures.

#### **7 Other requirements:**

- To have an up-to-date Enhanced DBS
- To check emails and other electronic systems on a daily basis.

#### **8 Equal Opportunities**

- Promote equal opportunities within the school and to seek to ensure the implementation of the Authority's and the PRU's Equal Opportunities Policy.
- A personal and professional commitment to promote quality, equality and community cohesion within Hawkswood and contribute significantly to the Hawkswood Group in the provision of its services.

The above mentioned duties are neither exclusive nor exhaustive and the post holder may be required to carry out other duties as required.

#### **ADDITIONAL INFORMATION - Special Conditions:**

This position has been identified as a politically restricted post under the Local Government and Housing Act 1989. Therefore you will be restricted from political activity. In some cases it is possible to gain exemption for this provision.

This position is exempt under the Rehabilitation of Offenders Act 1974. This means you will have access to vulnerable groups such as young people, the elderly and pupils. Any offer of appointment will be subject to a satisfactory Enhanced/Standard Disclosure from the Criminal Records Bureau. Having an 'unspent' conviction will not necessarily bar you from employment. This will depend on the circumstances and background to your offences(s).

The Hawkswood Group expects all staff to sign an annual self-declaration regarding any update information that would be relevant to a DBS; issues relating to any active investigation or potential criminal charges. Safeguarding is an operational culture that is essential at every point within the organisation.

The Hawkswood Group expects all its employees to have a full commitment to our Equal Opportunities Policy and acceptance of personal responsibility for its practical application. All employees are required to comply with and promote the policy and to ensure that discrimination is eliminated in the service of Hawkswood and the Local Authority.

**PERSON SPECIFICATION**

**LEARNING SUPPORT COACH (Burnside Secondary PRU/ Hawkswood Group)**

<b>Person specification</b>	<b>Essential</b>	<b>Desirable</b>
<b>1. Qualifications</b>		
1.1 GCSE Maths minimum grade 4 or equivalent.	✓	
1.2 GCSE English minimum grade 4 or equivalent.	✓	
1.3 TA Level 2 or above qualification.		✓
<b>2. Experience</b>		
2.1 Evidence of successful experience in a secondary school/PRU/ SEMH provision with pupils with SEND, behaviour and SEHM needs.		✓
2.2 Experience successfully supporting pupils with reading, writing and numeracy needs.		✓
2.3 Confident user of ICT.		✓
2.4 Evidence of maintaining positive relationships with diverse groups and individuals and a successful team member.	✓	
<b>3. Knowledge, Skills and Aptitude</b>		
3.1 Understanding of the National Curriculum and how to engage individuals with lessons that are relevant and hook them into learning.		✓
3.2 Ability to promote aspiration and a thirst for learning in a multi-cultural environment, valuing difference and inclusion.	✓	
3.3 Ability to develop positive links and relationships within Hawkswood and with the local community and a range of professionals.	✓	
3.4 Ability to handle sensitive issues relating to pupils, keeping confidentiality as required.	✓	
3.5 Pride and care demonstrated by role modelling a high quality attitude to the classroom or learning environment.	✓	
3.6 Understanding and skill in sustaining strong effective systems of behaviour management according to school policy.	✓	
3.7 Ability to motivate and stimulate pupils with a love of transferable learning.	✓	
3.8 Ability to, under the direction of a teacher, effectively assess and gather evidence on the development, progress and attainment of pupils in line with curriculum outcomes and strategies to support learning as well as their personal safeguarding and well-being.	✓	
3.9 Ability to individualise support for pupils according to their specific educational, emotional and social needs so that they can excel and make at least expected progress given their starting points and potential.	✓	
3.10 Qualified in and able to deliver first aid.		✓
3.11 Qualified in and able to apply de-escalation and positive handling techniques when required.	✓ Training available	
3.12 Knowledge and understanding of the OFSTED framework.		✓
3.13 Knowledge of Keeping Pupils Safe in Education.	✓	
<b>4. Personal attributes</b>		
4.1 Excellent oral and written communication skills.	✓	
4.2 Evidence of being a positive member of a team and positive relationships with colleagues at every level of the organisation.	✓	
4.3 A commitment to on-going personal development and willingness to undertake appropriate training.	✓	
4.4 Excellent punctuality and attendance.	✓	
4.5 High level of resilience determination and growth mindset attitude.	✓	
4.6 Ability to deal sensitively with people, resolve conflicts and remaining calm under pressure.	✓	
4.7 Commitment to the highest standards of behaviour, learning and progress for our pupils; promoting the Hawkswood curriculum, values and skills.	✓	
4.8 Self starter, who innovates and initiates new ideas to improve outcomes for pupils	✓	
4.9 Approachable and empathetic approach, a relationship builder and active listener.	✓	

<b>5. Other Job Specific Requirements</b>		
5.1 Commitment to Hawkswood policies and acceptance of responsibility for their practical applications.	✓	
5.2 Ability to use a variety of sources and methods of communication and to obtain information, including information technology.	✓	
5.3 Understanding of Safeguarding Procedures.	✓	
5.4 Commitment to the Hawkswood Group's vision, values and ethos and direction.	✓	
5.5 An ability to model the behaviours explicit in our values and beliefs.	✓	
<b>6 Quality and Equality</b>		
6.1 Commitment to the Hawkswood Group's equal opportunities policy and acceptance of responsibility for its practical application	✓	
6.2 A personal and professional commitment to promote quality, equality and community cohesion within the service and in the provision of services.	✓	

### Disqualifying Factors

Indication of sexist, racist or anti-disability attitudes or any other attitudes inconsistent with the Hawkswood Group's equal opportunities policy.