



Parkwood Hall
CO-OPERATIVE ACADEMY

JOB DESCRIPTION

School Name:	Parkwood Hall Co-operative Academy
Job Title:	Senior Teaching Assistant
Reports To:	HLTA/Class Teacher
<p>Parkwood Hall is a residential and day school for pupils aged 8-19 years with moderate to severe learning difficulties and other complex needs including autism and language difficulties. We are passionate about creating a culture of wellbeing where all staff and pupils are valued and supported so that we can all 'grow, learn and flourish.'</p> <p>Parkwood Hall aims to provide an outstanding and supportive learning environment which challenges students to achieve success. The core learning values, which are at the centre of the curriculum, focus upon developing the student's resilience and ability to make informed life choices.</p>	
<p>Job Purpose</p> <p>To support the student with their learning and to support the teacher with the organisation of the class, including administration, resources and display. To take a responsibility for the direct work with small groups of students, under the direction of the teacher.</p>	
<p>Educational Support</p> <p>Within an agreed system of supervision, to work in collaboration with the HLTA and the class teacher(s) to develop lessons, work plans and the classroom environments;</p> <ul style="list-style-type: none">• To record the progress of the students.• To feedback the achievement of students to colleagues through the agreed monitoring systems.• To report on student achievements and adjust their work as necessary. <p>To maintain constructive relationships with parents/carers by;</p> <ul style="list-style-type: none">• Supporting their role in students' learning.• Providing constructive feedback on students' progress and achievements• Facilitating their support for the students' attendance and• Support home to school/community links• To assist in the planning, development and organisation of systems, procedures, programmes and policies.• To assist in developing behaviour strategies. To be proactive in managing behaviour, promoting self-control, independence and integration.• To provide other administration support including dealing with photocopying, correspondence, compilation, analysis, reporting on attendance, exclusions etc, making phone calls etc, and liaison with relevant external agencies.	

- To work within an agreed system of supervision with groups of children and to take responsibility for their learning.
- To work in partnership with the HLTA for the relevant learning phase to support the school induction process for students.
- To accompany teachers and classes on educational visits. This may include, by mutual agreement, overnight stays.
- To work with the class teachers in dealing with finished work and preparing displays and filing work.
- To assist in the selection and preparation of specialist equipment, plans and resources necessary to both lead and support learning activities, taking into account students' interests, language and cultural background.
- To assist in the management and ordering of stock and resources in the relevant phase and to ensure records are kept.
- Advise, demonstrate and assist in the safe and effective use of specialist resources, including ICT.
- Deliver local and national learning strategies for example, literacy, numeracy, KS3, early years and make effective use of opportunities provided by other learning support activities to support the development of students' skills.
- To attend Parents Day and Annual Reviews as required.

Pastoral Support

- Assess, manage and deliver pastoral and learning support.
- Provide feedback to students in relation to progress and achievement.
- To work with students, understanding how to motivate and encourage them to achieve and develop.
- To collaborate with teachers in the relevant learning phase to develop and implement IEPs and behaviour mentoring plans.
- To understand the individual needs of the students and be responsible for advising them on social, health and hygiene developments.
- To deal with minor incidents and the health and hygiene of the students and where necessary arrange for them to be escorted home.
- To promote the inclusion and acceptance of all pupils within the classroom. To encourage students to interact and work co-operatively with others and engage in all activities.
- To be responsible for the well-being of any student in the school, in particular those in the class group and /or learning phase to which they are attached.
- To have an awareness of the emotional needs of the students and to use this awareness in strategies for managing behaviour.
- To support the work of physiotherapists, occupational therapists, nurses and other professionals as directed.
- To help train students in particular tasks of personal hygiene, which may involve intimate care.
- To support colleagues in the professional restraint of students following careful guidelines as required.
- To liaise with fellow professionals in the school in order to maintain continuity of support for students.

Administration and Professional Development

- To undertake line management responsibilities for an agreed group of Teaching Assistants.
- To manage the induction/ performance management/training and mentoring for an agreed group of Teaching Assistants.
- Recognise own strengths and areas of specialist expertise and use these to advise and support others.

- To be aware of and ensure compliance with policies and procedures relating to child protection, health and safety, security and confidentiality, reporting all concerns to the appropriate senior manager.
- Maintain constructive relationships and communicate with other professionals to support achievement and progress of students.
- Contribute to the identification and running of out of school learning activities which consolidate and extend work carried out in class.
- Help manage the provision and delivery of out of school learning activities for example clubs and enrichment activities within the guidelines established by the school.
- To promote equal opportunities at all times.
- To work with the AHT and HLTA in respect of timetable arrangements and when appropriate assist the HLTA to arrange cover when Teaching Assistants are absent.

Cover Supervisor

- In the absence of a teacher and under the guidance of the relevant AHT and/or HLTA–
- To take temporary charge of a group of students to supervise the work that forms part of their agreed programme of lessons, which have been jointly planned with the class teacher.
- To have a full understanding of the planned lesson.
- To ensure that the necessary resources are available for the lesson.
- To undertake any administration duties to support the lesson.
- To provide a supportive and calm working environment for the students and maintain good order in the class.
- To explain and demonstrate the tasks to the students both as a class and on an individual basis.
- To report back to the teacher/HLTA on the students' responses to the lesson and their behaviour.

General Responsibilities

- To maintain confidentiality in all aspects of Parkwood Hall Co-operative Academy. The nature of the working environment entrusts people with confidential information. Any breach of this confidentiality will constitute gross misconduct.
- To co-operate with all Parkwood Hall Co-operative Academy staff in maintaining good relationships with outside agencies and the general public in order to promote and uphold the school's image.
- To ensure the health and safety of self, colleagues, students and visitors and to report any such matters to the maintenance team, senior managers or Health and Safety Committee as appropriate.
- To perform any other duties as are within the scope, spirit and purpose of the position as requested by the Principal.
- This job description reflects the current requirements of the post. As duties and responsibilities change and develop the job description will be reviewed and is subject to amendment in consultation with the postholder.

General Information:

Equality of Opportunity

- As a member school staff to take individual and collective professional responsibility for reinforcing and promoting a working environment free from discrimination, victimisation, harassment and bullying
- Ensure the development and progression of equality within the sphere of responsibility of this post and the fair and

	equal treatment of all colleagues, children, parents and visitors.
Confidentiality and Data Protection	<ul style="list-style-type: none"> • To treat all information acquired through employment, both formally and informally, in strict confidence • To be aware of the school's responsibilities under the Data Protection Act 1984 for the security, accuracy and relevance of personal data held on such systems and ensure that all processes comply with this.
To contribute as an effective and collaborative member of the School team	<ul style="list-style-type: none"> • Any other duties as reasonably required by any manager of the school • Participating in the ongoing development, implementation and monitoring of the school plans • Attend regular meetings as required and make a positive contribution during meetings.
Child Protection	<ul style="list-style-type: none"> • Attend regular meetings as required and make a positive contribution during meetings • To be alert to issues of child protection ensuring that the welfare and safety of children attending Parkwood Hall Co-operative Academy is promoted and safeguarded and to report any child protection concerns to the designated Child Protection Officer using safeguarding policies, procedures and practice • Prevent, identify and minimise risk of interpersonal abuse or violence, safeguarding children and other vulnerable people, initiating the management of cases involving actual or potential abuse or violence where needed • Be aware of and update colleagues, as appropriate to comply with current legislation and policies affecting practice, e.g. Children's Act, National Service Frameworks, Child Protection Procedures, Health and Safety and Data Protection.

This is not an exhaustive list of duties and responsibilities. The post holder may be required to undertake other duties that fall within the grade of the job in discussion with the manager.

The content of the job description will be reviewed regularly in the light of changing service requirements and any such changes will be discussed with the post holder.

The postholder is expected to comply with all relevant Parkwood Hall policies, procedures and guidelines, including those relating to Safeguarding, Equal Opportunities, Health and Safety, and Confidentiality of Information.

Signatures:

Employee_____Date_____	
Principal_____Date_____	
Person Specification – Senior Teaching Assistant	
Education & Qualifications	Essential <ul style="list-style-type: none"> • Experience of working with children of a relevant age. • To hold qualifications, at NVQ level 3 or equivalent, relevant to the post.
Knowledge, experience and training	Essential <ul style="list-style-type: none"> • To have developed strategies to combat attention seeking behaviour or other task behaviour. • To have an understanding of classroom organisation and routines and how to support the implementation of these. • To have a knowledge and an understanding of whole school policies and the ethos of the school. • To have an understanding and knowledge of policies that relate to the role of a Teaching Assistant. • To understand equal opportunities and ensure that all students have equal access to opportunities to learn. • To have an awareness of relevant legislation and codes of practice. • To have a general understanding of national and foundation stage curriculum and other learning programmes. Desirable <ul style="list-style-type: none"> • Good administration skills for example inputting and collating data. • To have knowledge of an additional language and the ability to use this language to support children or act as an interpreter for the child or their parents within the school.
Skills & Abilities	Essential <ul style="list-style-type: none"> ▪ To have the ability to manage learning activities within an agreed system of supervision. ▪ To be responsible for organising and managing an appropriate learning environment with an agreed system of supervision. ▪ Experience of working with children of a relevant age. ▪ To manage the recording the progress of students in an objective and detailed way. ▪ To demonstrate a good understanding of child development and learning processes. ▪ To demonstrate an understanding of the statutory framework relating to teaching.

	<ul style="list-style-type: none"> ▪ To have good general understanding of the teaching strategies and aims for the lessons in the relevant learning phase. ▪ To have the ability to act as supervisor and mentor for a small group of Teaching Assistants. ▪ To be able to undertake Performance Management, within an agreed framework, of a small group of Teaching Assistants. ▪ To demonstrate the ability to constantly improve own knowledge. ▪ To have good ICT skills for lesson plans etc. ▪ To demonstrate the use of detailed specialist knowledge to support students' learning. ▪ To have the ability to use a range of assessment strategies to evaluate learning. ▪ To have the ability to assist in developing and implementing IEPs. ▪ To have experience of implementing the national curriculum and other relevant programmes for learning. ▪ To have the ability to assist in managing the supervision of students excluded from or not working to timetable. ▪ To have the ability to collaborate with other schools/colleges/agencies to gather student information. ▪ To have the ability to assist in managing record keeping systems and processes. ▪ To have the ability to assist in developing and implementing behaviour management strategies. ▪ To be able to assist in developing attendance and integration systems. <p>Desirable</p> <ul style="list-style-type: none"> • To have an awareness of relevant legislation and codes of practice. • To have a general understanding of national and foundation stage curriculum and other learning programmes.
Personal Qualities	<p>Essential</p> <ul style="list-style-type: none"> • Commitment to the vision and values of Parkwood Hall • Flexible and 'can do' attitude to competing commitments in workload • Highly motivated and reliable • A willingness to develop problem solving skills in complex situations • A willingness to develop good interpersonal skills including observation, listening and empathy skills • A willingness to be flexible and support school wide activities <p>Desirable</p> <ul style="list-style-type: none"> • Innovative and creative thinker

Special Requirements	Essential <ul style="list-style-type: none"> • Excellent communication skills • The post holder should expect exposure to saliva and bodily fluids within the course of their work.
Person Specification - Cover Supervisor	
Education & Qualifications	Essential <ul style="list-style-type: none"> • To have excellent literacy and numeracy skills (GCSE grade C or equivalent qualification).
Skills & Abilities	Essential <ul style="list-style-type: none"> • To have the ability to create a supportive and calm working environment for a group of children. • To have a thorough understanding of the teaching strategies and aims for the class. • To have the ability to encourage students to interact and work co-operatively. • To have experience of implementing the national/foundation stage curriculum and other relevant programmes for learning. • To have a good understanding of child development. • To have the ability to explain and demonstrate the tasks required to the students, on an individual basis as required. • To have the ability to monitor and evaluate students' responses to learning activities and to feed back to the teacher/AHT. • To have the ability to use a range of assessment strategies to evaluate and monitor students' learning. • To have the ability to work with individual students to help them thoroughly understand the work they have been given. • To have the ability to select and prepare the resources necessary to deliver the lessons, taking into account students' interests and their abilities. • To have the ability to use detailed specialist knowledge and skills to support students' learning. • To have the ability to deliver individual lessons to groups of students with different abilities, under the supervision of the class teacher. • To have the ability to collaborate in planning the work of the class, confirming and agreeing those plans with the class teacher. • To have the ability to design and implement additional work tasks for the students.