**Stone Bay School**







**School Mission Statement.**

We accept all students **as they are** and believe that every one of them is **entitled** to the very **best education**, delivered in an **environment** that is **supportive**, **caring** and **safe**.

Our goal is to develop our students to become:

* **Successful** Learners.
* As **independent** as possible.
* **Confident** individuals and self-advocates.
* **Effective** communicators and **contributors**.
* **Responsible** citizens.

We will do this by working to **ensure we get every aspect of their provision just right**, helping them to achieve academically, personally, socially and morally.

**“Getting it right for every student”**

# Teaching Assistant TA2

**Salary:** Kent Range 4 plus SEN allowance

**Hours:** Full-time / Part-time

**Contract type:** Permanent, Term Time only

**Reporting to:** Class teacher

**Responsible for:** Supporting pupils within your class team

**Part-time hours may be available**

# Main purpose

To provide learning and care support for pupils with special educational needs (SEN).To work with teachers to support teaching and learning, providing general and specific assistance to pupils under the direction, guidance and direct supervision of the classroom teacher.

Duties and responsibilities

**Supporting pupils**

Build positive relationships with pupils, promoting high self-esteem and independence

Adapt communication style to respond to pupils according to their individual needs

Support pupils with their social, emotional and mental health needs, escalating concerns where appropriate

Promote high standards of pupil well being and positive behaviour, responding to dysregulated incidents in line with the school’s well being policy and guidelines on physical intervention

**Teaching and learning**

Assist with the implementation of planned learning activities as agreed with the teacher

Use ICT skills to advance pupils’ learning

 Through photographic annotated observations, verbal feedback, provide regular feedback to teachers on pupil progress, attainment and barriers to learning

 Support class teachers with maintaining positive well being among pupils, through implementing the strategies on the pupils well being plans and managing engagement levels effectively to ensure a good and safe learning environment

Support the teacher in monitoring, assessing and recording pupil progress

 Support small pupil groups as and when needed

Provide activities during break and lunch times for pupils

Contribute to the overall ethos, aims and work of the school

Under direction of the class teacher, be responsible for the universal communication provision in the classroom e.g. Daily schedule, labelling the environment, PECs recording, PECs symbols.

 **Working with staff, parents/carers and relevant professionals**

Communicate effectively with parents and carers under the direction of teachers

Collaborate and work with colleagues and other relevant professionals within and beyond the school

Develop effective professional relationships with colleagues

**Professional development**

Help keep their own knowledge and understanding relevant and up-to-date by reflecting on their own practice, liaising with school leaders, and identifying relevant professional development to improve personal effectiveness

Take opportunities to build the appropriate skills, qualifications, and/or experience needed for the role, with support from the school

 Take part in the school’s appraisal procedures

 Other areas of responsibility

**Safeguarding**

Work in line with statutory safeguarding guidance (e.g. Keeping Children Safe in Education, Prevent) and our safeguarding and child protection policies

Promote the safeguarding of all pupils in the school

Please note, 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 postholder will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the headteacher or line manager.

**Person specification**

| **Criteria** | **Qualities** |
| --- | --- |
| **Qualifications****and training** |  GCSE or equivalent level, including at least a Grade 4 (previously Grade C) in English and maths (consideration of candidates who have not attained the above qualifications but whom show proven ability at interview)  |
| **Experience** | · Experience working in a school environment or other educational setting· Experience working with children / young people with special educational needs (SEN) particularly children with Autism |
| **Skills and knowledge** | Good literacy and numeracy skillsGood organisational skills Ability to build effective working relationships with pupils and adultsSkills and expertise in understanding the needs of all pupilsKnowledge of how to help adapt and deliver support to meet individual needsExcellent verbal communication skillsAbility to work as part of a team and to be flexible in their approach to daily routinesActive listening skillsThe ability to remain calm in stressful situationsKnowledge of guidance and requirements around safeguarding childrenGood ICT skills, particularly using ICT to support learning |
| **Personal qualities** | Enjoyment of working with childrenSensitivity and understanding, to help build good relationships with pupilsA commitment to getting the best outcomes for all pupils and promoting the ethos and values of the schoolCommitment to maintaining confidentiality at all timesCommitment to safeguarding pupil’s wellbeing and equalityResilient, positive, forward looking and enthusiastic about making a differenceCapacity to inspire, motivate and challenge children and young people |