**Stone Bay School**







**Vision and Values**

Our school vision is to provide an ***outstanding, nurturing, learning environment,*** where all our pupils can achieve their full potential and progress to lead happy and fulfilling lives.

Our mission is to provide each and every pupil with the best possible education, delivered in an environment that is supportive, caring and safe.

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

At Stone Bay we focus on ***Evolving Excellence*** in all that we do, working towards making our school the best it can be for pupils, staff and families. We are creating lasting ***Trust*** with all our stakeholders, ***Empowering*** each other to learn and grow. By adhering to policies and clear processes we ensure ***Fairness*** and transparency in our decision making and actions, whilst ensuring we are ***Collaborating*** with others and always looking for ways to help each other to deliver excellence for our pupils.

**Rights Respecting Schools**

The Unicef UK Rights Respecting School Award (RRSA) is based on principles of equality, dignity, respect, non-discrimination and participation. The RRSA seeks to put the UN Convention on the Rights of the Child at the heart of a school’s ethos and culture to improve well-being and develop every child’s talents and abilities to their full potential. A Rights Respecting School is a community where children’s rights are learned, taught, practised, respected, protected and promoted.

Stone Bay has been awarded the Silver Award by UNICEF. This is awarded to UK to schools that show good progress towards embedding children’s rights in the school’s policy, practice and ethos, as outlined in the RRSA Strands and Outcomes

**Staff wellbeing**

The Leadership Team and the Governing Board of Stone Bay School are committed to

promoting positive mental, physical and emotional wellbeing and to providing suitable

support for all staff. Taking action to prevent ill health and promote good health makes good

educational and business sense, as sickness absence carries high costs both in monetary

terms and in terms of the impact upon performance, teaching and learning, morale and

productivity, which may disrupt or compromise pupil progress.

All members of staff are entitled to be treated fairly and professionally at all times. The Governing Board of Stone Bay School takes very seriously its duty of care as an employer to all members of staff and a number of policies and procedures have been made in relation to this duty.

# Teaching Assistant 1

| **Salary:** | Kent Range 3 + SEN Allowance |
| --- | --- |
| **Hours:** | Full-time / Part-time |
| **Contract type:** | Permanent |
| **Reporting to** | Assistant Headteacher |

# Main Purpose of Job

To actively promote the Stone Bay Schools vision and values the rights of young people as individuals and provide them with the highest quality education in accordance with the policies and procedures of the School. To assist in the education both individually and as part of a team to help pupils achieve their potential by strengthening areas of weakness and developing areas of strength.

 Evolving Excellence in all that you do, working towards making our school the best it can be for pupils, staff and families. Develop and uphold Trust with all our stakeholders, Empowering self and others to learn and grow. Adhere to policies and processes showing fairness in your actions. Collaborate with others looking for ways to help each other to deliver excellence for our pupils “getting it right for every pupil”.

# Key responsibilities

* Under the direction and guidance of the class teacher, to implement Stone Bays bespoke curriculum and associated personalised learning plans for pupils
* To work as part of a team with the class teachers, and other teaching assistants
* To support the schools vision and values

*Stone Bay School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.*

## Working in class

## To work as a part of an interdisciplinary team under the immediate direction of a class teacher or senior teaching assistant.

## To support pupils with their personal care needs and developing independence skills such as dressing, eating, toileting, personal hygiene .

1. **Set challenging and demanding expectations and promote self-esteem and independence.**

## Accompanying teachers on educational journeys or on other off-site activities such as trips to places of interest, taking students to football, swimming or horse riding. Duties may include being asked to drive the school mini-bus or taking part in physical educational activities.

## Use strategies, in liaison with the teacher, to support students to achieve learning goals.

## To care for sick students whenever necessary during working hours. This may also include accompanying students to GP or hospital appointments.

## Maintain and care for resources used in the classroom and help in the preparation and tidying of the classroom throughout the day.

## Supervise students during breaks and lunch-times.

## To take part in or be represented at departmental meetings and whole staff meetings.

## To respect the confidential nature of all information gained either verbally or in writing.

## Responsible directly to the Headteacher for the safety and wellbeing of students when left alone with them.

## The duties may be varied to meet the changing demands of the school and these duties may therefore be changed at the discretion of the Headteacher and following consultation with you

## Teamwork

* Participate in promoting a team approach at all times.
* Be polite, courteous and supportive to all team members following School Professional Behaviours policy.
* Be available to cover leave (sickness etc.).
* Work in accordance with training and agreed policies, practices and procedures.
* Participate in and contribute to staff meetings.
* Support colleagues in difficult or potentially difficult situations within the school and in the wider community.
* Ensure issues of concern are elevated to a more knowledgeable member of staff if the situation requires specific expertise.

## Personal Development

* Attend supervision and appraisal meetings and have a willingness to be accountable and develop as a valued team member.
* To undertake training as required, all mandatory training is complete, current and you remain compliant with all national and local requirements. This will include attending staff development days and relevant training courses outside your place of work.

## General

* Work to agreed standards in line with School policies and procedures.
* Have a flexible attitude to working arrangements.
* Any other duties as reasonably requested, relative to the objectives of the post.
* This is an outline of the post-holder’s duties and responsibilities but it is not an exhaustive list and may change from time to time to meet the changing needs of the School.
* Have a flexible attitude to working arrangements.
* Any other duties as reasonably requested, relative to the objectives of the post.

## Staff Development Days: Attendance Requirements

The School allocates 5 days per year as for the purpose of School improvement through School/staff development. The requirement to attend Staff Development Days is incorporated into the contracts of all directly employed staff. This includes mandatory training, as detailed below, and core training.

Core training includes such courses as Autism Awareness, Behaviour support, Makaton, First Aid etc.

## Mandatory training.

Proact-SCIPr-UK® training and Safeguarding training are included as an integral part of Staff Development Days throughout the year. The requirements for this mandatory training are:

* Proact-SCIPr-UK®: All staff to attend a course every year linked to their role.
* Safeguarding: All staff to attend a refresher course every year.
* Additional mandatory and core training events will be arranged for new staff as required.

# PERSON SPECIFICATION

| **Qualifications.** | Essential. | Desirable. |
| --- | --- | --- |
| Good general knowledge of English and Mathematics to GCSE level or equivalent | **√** |  |
| **Experience.** | Essential. | Desirable. |
| Experience of working with children or young people. |  | **√** |
| Experience of working with students with learning difficulties or disabilities |  | **√** |
| Organising a range of enrichment and Leisure activities for children. |  | **√** |
| Working with Autistic Children with additional communication needs. |  | **√** |
| **Skills**. | Essential. | Desirable. |
|  |  |  |
| Effective communication skills with colleagues, outside agencies, children and families.  |  | **√** |
| Good interpersonal skills.  | **√** |  |
| Have a positive, solution-focused outlook | **√** |  |
| To work as part of a team and use your own initiative when required.  | **√** |  |
| Functional ICT Skills. (Use of Microsoft Office, email, internet etc.). | **√** |  |
| Ability to deal with challenging behaviour  | **√** |  |
| **Knowledge.**  | Essential. | Desirable. |
| Autism and related additional needs. |  | **√** |
| Alternative and Augmentative Communication used at School. |  | **√** |
| National Minimum Standards for Residential Special School.  |  | **√** |
| Ofsted Inspection framework for Residential Special Schools. |  | **√** |
| Some Knowledge of the Children Act 1989, 2004. |  | **√** |
| Some knowledge of the Protection of Children Act 1999.  |  | **√** |
| An understanding of the needs of young people with Autism in Residential Special Schools.  |  | **√** |
| Knowledge of the work of other agencies involved with children in public care.  |  | **√** |
| Understanding the basic principles of safeguarding and child protection and all school policies and procedures linked to Safeguarding and Child Protection. |  | **√** |
| Understanding and Knowledge of current “Keeping Children safe in Education”guidelines. |  | **√** |
| **Ability.** | Essential. | Desirable. |
| Work in partnership with families and a range of external agencies.  |  | **√** |
| To participate and function professionally in a range of internal and external meetings.  |  | **√** |
| Effectively communicate with children, young people, staff and other professionals.  |  | **√** |
| To form professional positive, and functional relationships with students.  |  | **√** |
| To deal with difficult situations and make appropriate decisions in line with the policies and procedures of the school.  |  | **√** |
| To learn quickly and absorb information in relation to working with students with Autism and related additional needs. |  | **√** |
| To ask for guidance and support when needed and to admit mistakes with a view to continual professional development.  |  | **√** |
| Remain calm in potentially stressful situations. |  | **√** |
| **Other Requirements.** | Essential. | Desirable. |
| Demonstrable commitment to valuing diversity.  | **√** |  |
| Full driving licence.  |  | **√** |

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