



Bexhill
Academy

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TEACHING ASSISTANTS

Salary: Single Status Grade 3 - £16,755 - £17,007 per annum pro rata -
(£12,622.85-£12,812.70 per annum) Please note there is a pay award from 1 April 2019, the actual
starting salary changes to £13,609.79 per annum from this date

32.5 hours per week

Term-time only

Bexhill Academy would like to appoint two Teaching Assistants with various experiences and interests, along with the desire to work closely in support of young people to enable them to reach their potential. An empathetic approach to students with learning differences is an essential requirement of the post.

The roles will involve delivering targeted support to students within the classroom setting and working with students individually or in small groups. One role will be based in the ASPie Department and the other in the Learning Support Department. Please see the individual job descriptions for more information.

The successful candidates will possess GCSEs graded A*-C in English, Maths and Science and it would be desirable for candidates to be educated to degree level or at least level 4.

We are looking for enthusiastic dedicated staff with one or more of the following interests or skills;

- experience with literacy and numeracy
- experience with students with special educational need (in particular, but not exclusively - High Functioning Autism)

For an application pack please visit our website www.bexhillacademy.org

Please send or email completed Academy application forms to Jill Hunt, HR Manager
jill.hunt@bexhillacademy.org

Please note that we do not accept CV's or applications via agencies.

The closing date for applications is **9.00am Monday 18th March 2019**

The Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

The successful applicant will be subject to an Enhanced DBS check.

Job Description

DEPARTMENT	Autism Support
SCHOOL	Bexhill Academy
JOB TITLE	Teaching Assistant
GRADE	Single Status Grade 3
RESPONSIBLE TO	Manager of ASPIe Facility
MAIN PURPOSE OF THE JOB	To assist in promoting the learning and personal/social development of pupils with special educational need (in particular but not exclusively - High Functioning Autism)

Main Functions

- 1 To aid pupils to learn as effectively as possible both in group situations and on his/her own by, for example:
 - Clarifying and explaining instructions / expectations
 - Ensuring the pupil(s) is able to use equipment and materials provided
 - Motivating and encouraging the pupil(s) as required by providing levels of individual attention, reassurance and help with learning tasks as appropriate to pupils' needs
 - Assisting in weaker areas, e.g. speech and language, behaviour, reading, spelling, numeracy, handwriting/presentation etc.
 - Using praise and facility reward systems to encourage the pupil to concentrate and stay on task.
 - Liaising with class teacher, SENCO and Manager of ASPIe Facility about individual learning plans (ILPs), contributing to the planning as appropriate.
 - Liaising with subject staff to collect / deliver and return teaching materials
 - Providing additional nurture to individuals when requested by the facility teacher or Manager of ASP Facility.
 - Consistently and effectively implementing agreed behaviour management strategies.
 - Helping to make appropriate resources to support the pupil(s).
 - Meeting pupils' physical needs while encouraging independence e.g. help with mobility around the school, physical activities around the school / within the facility
- 2 To establish supportive / appropriate relationships with the pupil(s) concerned.
- 3 To promote the acceptance and inclusion of the pupil(s) with SEND, encouraging pupils to interact with each other in an appropriate and acceptable manner.
- 4 Monitor the pupil's response to the learning activities and, where appropriate, modify or adapt the activities as agreed with the teacher to achieve the intended learning outcomes.
- 5 Give the pupil(s) feedback on achievements in order to reinforce and develop self-reliance and self-esteem, including marking children's work.
- 6 To support the pupil(s) in developing social skills both in and out of the Facility.

- 7 To support the use of ICT in learning activities.
- 8 To provide regular feedback on the pupil(s)' learning and behaviour to the teacher/ Head of ASP Facility, including recording within 'Student Comment Sheets'
- 9 Under the direction of the facility teacher/manager, support students in solo/ small group study activities.
- 10 When working with a group of pupils, understand and use group dynamics to promote group effectiveness and support group and individual performance.
- 11 To use the school's system for recording progress.
- 12 Keep yourself up to date regarding individual student needs – i.e. reading their files both physical and electronic.
- 13 To prepare work and activities in advance of the lesson (within employed hours) e.g. operating AVA equipment as required i.e. photocopier, laminator, making books, labels, signs and undertaking practical tasks to maintain a good standard of facility appearance.
- 14 To know and apply school policies on Child Protection, Health and Safety, Behaviour, Teaching and Learning, Equal Opportunities etc.
- 15 Where appropriate and directed to do so, develop a relationship to foster links between home and school, and to keep the school informed of relevant information.
- 16 To be aware of confidential issues linked to home/pupil/teacher/school.
- 17 To contribute towards reviews of pupil(s)' progress as appropriate.
- 18 To comply with legal and organisational requirements for maintaining the health, safety and security of yourself and others in the learning environment.
- 19 To take part in training activities offered by the school/facility and the county to further knowledge (within employed hours).
- 20 To be willing to support break time supervision e.g. educational games etc. (within employed hours).
- 21 To accompany teacher and pupils on educational visits.
- 22 To help keep facility rooms tidy and encourage students to do so.
- 23 Maintain display boards within facility under direct/request from Manager of ASP Facility.
- 24 To carry out the above duties in accordance with the Children's Services Equal Opportunities Policy.

Standards and Quality Assurance

1. Support the aims and ethos of the school.
2. Set a good example in terms of dress, punctuality and attendance.
3. Attend and contribute to team and TA meetings.

This job description sets out the duties of the post at the time it was drawn up. The post holder may be required from time to time to undertake other duties within the facility/school as may be reasonable expected, without changing the general character of the duties or the level of responsibility entailed. This is a common occurrence and would not justify a reconsideration of the grading of the post.

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Generic Teaching Assistant

JOB DESCRIPTION AND PERSON SPECIFICATION

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Principal Accountabilities:

What is the purpose of the job?

- to deliver targeted support to students with SEND to maximise their progress across the curriculum.

What do you have to achieve?

- create an ethos of high aspirations that fits with the academy values.
- maximise the achievement and progress of vulnerable students
- maintain confidentiality on all academy matters.
- promote and reinforce good student engagement and attendance
- help to remove barriers to learning by ensuring that all students are able to access the curriculum.
- promote the inclusion and acceptance of all students within the classroom

What are the job particulars?

- accountable to the Assistant SENCo/SENCo/Senior Assistant Principal

What do you have to do?

- to work with the teacher to establish an appropriate learning environment
- to work with teaching staff in lesson planning, evaluating and adjusting lessons/work plans as appropriate
- to monitor and evaluate pupils' responses to learning activities through observation and planned recording of achievement against pre-determined learning objectives
- to establish productive working relationships with students, acting as a role model and setting high expectations
- to support students in the classroom, recognising and responding to their individual needs
- to promote independence and employ strategies to recognise and reward achievement and self-reliance
- to implement agreed learning activities/teaching programmes, adjusting activities according to students' responses/needs
- to support the use of ICT in learning activities and develop students' competence and independence in its use
- to provide feedback to students in relation to progress and achievement
- to be responsible for keeping and updating records as directed and contribute to the review of systems/records as requested.

- to contribute to the formative assessment of student progress.
- to promote positive values, attitudes and good student behaviour, dealing promptly with conflicts and incidents in line with established policy and encourage students to take responsibility for their own behaviour choices.
- to support the administration of 'in house assessments' and external exams as directed.
- to be aware of and comply with policies and procedures relating to safeguarding, reporting all concerns to an appropriate person
- to supervise students on visits and trips as required
- to provide support for homework club
- to devise personalised learning resources for students in conjunction with subject specialist teaching staff.
- to create engaging display material under the direction of subject specialist teaching staff
- to attend and participate in department and whole academy meetings as requested
- to monitor student behaviour and implement policy when standards are not adhered to.
- to promote the use of the schools rewards system to promote student achievement and self-esteem
- to be punctual to all supported lessons.
- to contribute to the peer observation cycle for teaching assistant colleagues.
- keep up to date data files, collate resources; maintain inventories, photocopy, use of I.T. systems for administration and educational purposes, and to support other TAs and teachers in accessing the relevant data and resources
- to act as a mentor for identified students as directed.

STAFFING

Staff Development: Recruitment / Deployment of Staff:

- to take part in the academy's staff development programme
- to engage actively in the Teaching Assistant Professional Review process
- to work as a member of a designated team and to contribute positively to the team ethos.
- to assist in the induction of new members of staff

Quality Assurance:

- to contribute to the quality assurance procedures and policies of the academy.
- to participate in the quality assurance activities of the ILS faculty including regular internal reviews and external processes.

Management Information:

- to maintain appropriate records and to provide relevant accurate and up-to-date information as appropriate for teaching colleagues/parents and carers and external agencies.
- to be responsible for developing and maintaining personal professional development records.

Communications:

- to communicate effectively with the parents of students as appropriate

- where appropriate, to communicate and cooperate with persons or bodies outside of the school
- to follow agreed policies for communications in the academy

Management of Resources:

- to contribute to the process of the ordering department supplies through the appropriate channel.

Other Specific Duties:

- to play a full part in the life of the academy, to support its distinctive aim and to encourage staff and students to follow this example
- to continue personal development as agreed
- to comply with the academy's health and safety policy and undertake risk assessment as appropriate

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.

The academy will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

The job description is current at the date shown, but following consultation with you, may be changed by management to reflect or anticipate changes in the job which are commensurate with the salary and job title.

PERSON SPECIFICATION

Job title: TEACHING ASSISTANT

Criteria	Essential	Desirable
Education	A broad and balanced educational background at degree level as a minimum requirement	
Qualifications	a minimum of Grade C at GCSE (or equivalent) in English and Maths	additional specialist qualifications in a relevant field
Experience	have experience of supporting students in a classroom environment, including those with SEND. experience of using ICT to support students in the classroom.	additional experience working with young people in other settings.
Knowledge	knowledge of SEN Code of Practice 2014. OfSted framework for inspection in relation to the effective deployment of teaching assistants. current NC programmes of study in relevant area.	

Skills and Abilities	<p>a professional demeanour</p> <p>able to develop materials which match the learners needs</p> <p>sound organisational skills</p> <p>effective communication skills, including through the written word.</p> <p>able to work as part of a team</p> <p>able to use language and other communication skills that students can understand and relate to.</p> <p>able to establish positive relationships with students</p> <p>able to demonstrate active listening skills.</p> <p>able to consistently and effectively implement agreed behaviour for learning policies</p> <p>able to offer constructive feedback to students to build self-esteem,</p> <p>able to work effectively and supportively as a member of the academy team.</p>	
Personal Qualities	<p>able to use initiative</p> <p>able to maintain confidentiality</p> <p>able to display empathy</p> <p>able to adapt</p> <p>a positive and cheerful personality</p> <p>be a person of integrity</p>	
Commitment and other requirements	<p>required to attend appropriate training and development</p>	