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| **Job Description And**  **Person Specification** |  |
| This school has a responsibility for, and is committed to, safeguarding and promoting the welfare of young people and adults, requiring all staff and volunteers to share this commitment.  The Triple Crown Centre is committed to equal opportunities and expects all its staff and volunteers to recognise and value differences. | |

**Section A: Role Profile**

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| **Post Title** | Teaching and Learning Support Assistant |
| **School** | The Triple Crown Centre |
| **Salary Band/Range** | Band C (£24,702 to £27,334 pro rata). Incremental progression is subject to performance. |
| **Responsible to** | SENCO |
| **Location** | The Triple Crown Centre |
| **DBS Check** | Enhanced check for regulated activity for working with children |
| **Fluency Duty** | This post is covered by the Fluency Duty, as outlined in the Code of Practice on the English language requirements for public sector workers. |

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| **Role Purpose** |
| To support the teaching and learning, behaviour, attitudes and personal development of students in  Years 7-11 at various stages of development, in order to help them attain their full potential. |

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| **Role Responsibilities** |
| **Under the direction and supervision of the SENCO**   * Support student induction and integration into the normal routine of the learning environments * Support individual students and/or groups of students in order to help them overcome barriers to learning and achievement * Contribute to the delivery of identified strategies and programmes that promote the academic and personal progress of each individual student * Assist in the implementation of programmes designed by other professionals such as educational psychologists, and speech and language therapists. * Participate in the on-going assessment, recording and reporting of students’ progress including contribution to, or participation in, educational reviews * Provide accurate feedback and reports on student achievement and progress, ensuring the availability of appropriate evidence for assessment and moderation * Take on the role of an Achievement Mentor for a group of students: * Supporting their social and emotional development * Promoting positive values, attitudes and good behaviour * Supporting Personal Tutors with creating and reviewing ILP targets and strategies * Having an overview of all students’ ILP targets * Planning and preparing the Personal Tutor learning programme * Overseeing the delivery of the Personal Tutor learning programme * Completing post-16 references for students * Dealing promptly with conflict and incidents in line with the school’s behaviour policy * Encouraging students to take responsibility for their own learning and behaviour * Advocating the development of students’ independence and a growth mindset approach   **Under the direction of a qualified teacher**   * Supporting student learning with contributing to the delivery of lessons on an individual, group and class basis * Plan, prepare, evaluate and adapt lessons and Units of Learning and lesson plans * To cover lessons for absent teacher colleagues * To prepare learning materials and resources for lessons and displays * To support the invigilation of internal and external examinations * To contribute to the overall ethos, aims and work of the school * To be aware of, uphold and contribute towards the development of the school’s policies and procedures * To attend staff meetings, staff training, parental consultations and other school events as required * To understand and adhere to all school safeguarding procedures and practices to ensure the safety of all members of the school community * To recognise and comply with practice and procedures relating to issues of confidentiality and Data Protection guidelines * To reflect upon and evaluate own professional development needs, in line with personal and whole school priorities * To undertake any other reasonable duties as commensurate with the grading of the post |

**Section B: Person Specification**

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| **Education and Qualifications** | **Essential** | **Desirable** | **Measured by** |
| NVQ Level 3 or equivalent qualification relevant to the post e.g. Teaching Assistant Level 3.  GCSE grade 5 in English and Maths or equivalent.  Recent relevant CPD or training. |  | Application Certificates |
|  | Experience of supporting the teaching and learning, behaviour, attitudes and personal development of children and young people. | Experience of supporting the teaching and learning, behaviour, attitudes and personal development of students in Key Stages  3 and 4. | Application Interview Reference |
|  | Experience of implementing learning strategies that promote the personal and academic progress of individual students, as evidenced by impact on  progress. |  | Application Interview |
| **Experience and Knowledge** | Experience of delivering aspects of a school curriculum, under the direction of teaching staff. | Experience of planning teaching and learning strategies and developing  appropriate resources. | Application Interview Reference |
|  | Knowledge of relevant educational policies, legislation and guidance in relation to working with, and the protection of, young people and adults.  Knowledge and understanding of the  school’s responsibility to safeguard and |  | Application Interview |
|  | promote the welfare of young people |  |
|  | and adults, following school and Local |  |
|  | Authority policies and procedures. |  |
|  | Knowledge of the special educational needs of students with social and  emotional needs. | Experience of working with vulnerable young people with  social and emotional needs. | Application Interview |

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|  | **Essential** | **Desirable** | **Measured by** |
|  | Experience of assessing, recording and reporting  student progress. | Application Interview |
|  | Knowledge of effective student integration and  induction processes. | Application Interview |
| Experience of working collaboratively with education colleagues and parents. | Experience of working collaboratively with outside agencies. | Application Interview Reference |
| An understanding of confidentiality and the handling of sensitive information. |  | Interview |
| Ability to support individual students and/or groups of students in order to help them overcome barriers to learning  and achievement. |  | Application Interview |
| Ability to contribute to the delivery of identified strategies and programmes of learning/support. |  | Application Interview |
| Skilled in the management of positive behaviour for learning, motivating  students to achieve positive outcomes. |  | Application Interview |
|  | Creative ability to develop learning resources to meet the needs of individual students. | Application Interview |
| Ability to assess student learning, providing relevant feedback that informs and supports ‘next steps’. | Ability to use and analyse a range of student data in order to identify and prioritise appropriate support and  intervention. | Application Interview |
| Effective written and verbal communication skills. |  | Application Interview |
| Ability to use ICT effectively to support students’ learning, keep accurate records and communicate with others. |  | Application Interview |
| Ability to work in an organised,  methodical and effective manner. |  | Application  Interview |
| Ability to work on own initiative, prioritise work, manage time effectively and work accurately to deadlines. |  | Application Interview |
| Ability to work as an effective team member, collaborating and working closely with colleagues and other relevant professionals within and  beyond the school. |  | Application Interview Reference |
| Ability to build positive and respectful relationships across the school and wider community. |  | Interview Reference |
| Ability to maintain high standards of  professional conduct. |  | Interview  Reference |
| Ability to be proactive in taking responsibility for their own professional  development. |  | Application Interview  Reference |

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| **Core Behaviours** | **Excellence -** With enthusiasm, you work to deliver a high-quality service from your School, to meet pupils, parents, the wider community, school and personal expectations. You adopt a ‘can do’ attitude in all of the work you deliver, ensuring it meets the needs  of the school community. | Interview |
| **Simplicity -** You actively seek ways to prevent over-complication or confusion, by adopting the most simplified approach to work. You communicate clearly and concisely, ensuring that the message is understood by all taking into account remote working as  necessary. | Interview |
| **Trust and Respect -** You are aware of your impact on others including confidentiality, team relationships, safeguarding and wellbeing. You value openness and listen carefully to understand the views of others. You promote the values of inclusion and diversity and actively work to minimise any harm caused to others in order to foster an environment of  mutual trust and respect. | Interview |
| **Working Together -** You work with others to deliver the school priorities in an efficient and timely manner to raise overall standards for each individual pupil to enable them to be the best that they can and prepare them for their next destination through sharing information, supporting colleagues, both in their work and wellbeing, and searching out expertise and solutions from relevant partners and/or the communities we serve. | Interview |
| **Responsibility -** You take ownership for your own wellbeing, work and working  environment and use your initiative to deliver. You are accountable for your own performance and development and you take responsibility for your actions and decisions. | Interview |

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| **Compiled/Reviewed by:** | Rekha Shell-Macleod |
| **Date:** | September 2024 |

**Section C: Additional Information**

## Corporate Parent Responsibilities

All employees should act as an advocate for our Looked After Children; fulfilling our corporate parenting responsibilities by considering children and young people in everything we do.

## Health and Safety

Health and safety laws require all employees to help the school maintain and improve health and safety standards. This means that the post holder must take reasonable care of his/her own and others’ health and safety and co-operate with any reasonable request to support the school in meeting their health and safety legal responsibilities.

All duties and responsibilities must be carried out in line with The Triple Crown Centre’s Health and Safety Policy and Local Authority procedures.

## Information Management

The post holder will be expected to ensure that information used is held and transmitted securely in a manner commensurate with its sensitivity, and that it complies with the provisions of Data Protection legislation and guidance.

The post holder will be accountable for ensuring that he/she is aware of relevant school policies and that all duties and responsibilities are carried out in line with the appropriate policies and procedures.

## Training and Development

The Triple Crown Centre is committed to the personal and organisational development of the individual. The post holder will be encouraged to identify job-related development needs.

## Solihull Behavioural Framework

The Triple Crown Centre expects all employees to conduct themselves in a way that is consistent with the values and behaviours set out in the Solihull Behavioural Framework.

# Mobility

Whilst this post is initially to a specific post, the post holder may be exceptionally required to transfer to any post appropriate to their grade at such a place as in the service of the Council they may be required.

# Variations to Job Descriptions

Due to changing demands, duties and responsibilities are likely to vary from time to time and the Council therefore retains the right to amend job descriptions to reflect changing requirements.