

## JOB DESCRIPTION

PhoenixPlace is committed to creating a diverse workforce. We'll consider all qualified applicants for employment without regard to sex, race, religion, belief, sexual orientation, gender reassignment, pregnancy, maternity, age, disability, marriage or civil partnership. This job description is subject to regular periodic review and may be changed, through consultation, in accordance with the development needs of PHOENIXPLACE and/or the post-holder.

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| <b>Post:</b>                     | <b>Teaching &amp; Learning Support Assistant-TLSA</b> (Maternity Cover - until end June 2026)                                                                  |
| <b>Salary:</b>                   | Independent Salary Scale: Pay dependent upon qualifications and experience<br>Grade 2: £24,817 - £27,007 FTE (Salary pro rata to 39 weeks)                     |
| <b>Reporting to:</b>             | Director of SEND                                                                                                                                               |
| <b>Contract type/hours:</b>      | 37.5hrs pw (8.30am-4.00pm) / Term time only - 39 Weeks                                                                                                         |
| <b>Line Management of:</b>       | n/a                                                                                                                                                            |
| <b>Work in partnership with:</b> | TLSA will receive instruction from a number of staff members, i.e Headteacher, Deputy Head, SENCo, Director of Pastoral Care, Class Teachers, Therapists, etc. |

**School Context:** We are a specialist school that supports young girls with various needs eg SEN, mental health. Candidates understand that the role can be challenging on a day to day basis, dealing with complex emotional and behavioural needs of our students. It is essential that candidates applying for this role have some experience of applying de-escalation strategies and where needed positive handling/restraint techniques. However, the school will provide ongoing training.

**Safeguarding:** PhoenixPlace is committed to safeguarding and protecting the children and young people that we work with. We have a strong safeguarding culture and expect applicants to continually develop their practice in this area. As such, all posts are subject to a safer recruitment process, including the disclosure of criminal records and vetting checks. Professional references will be sought prior to commencement of this post.

### Main Purpose

The Learning Support Assistant will;

- Work under the guidance of the class teacher to support the management and organisation of teaching and learning in the classroom
- Assist the teacher in creating and maintaining a purposeful, orderly and supportive learning environment
- Promote the inclusion of all pupils ensuring they have equal access to opportunities to learn and develop
- Be responsible for promoting and safeguarding the welfare of children and young people within the school
- Contribute to the personal and academic progress of all students to enable them to become independent learners and help to raise the standards of achievement for all students.

### Main Duties and Responsibilities:

Support for student

- To deliver pastoral and learning support (or education off site when requested)
- To provide feedback to pupils in relation to progress and achievement.
- To establish and develop productive working relationships with pupils acting as a role model and developing 1:1 mentoring arrangements and providing support for distressed/disengaged pupils

- To work with pupils, understanding how to motivate and encourage them to develop and achieve.
- To provide support for pupils to broaden and enrich their learning
- To work with the SEN Lead and other teachers to develop and implement IEPs and behaviour mentoring plans
- To understand the individual needs of children and be responsible for advising them on social health and hygiene
- To promote the inclusion and acceptance of all pupils within the classroom.
- To read with individual children and groups and complete reading records as directed by the class teacher
- To work with small groups of children and to take responsibility for their learning
- To celebrate students achievements eg newsletter, displays, announcements in assemblies
- To aid the student's to learn as effectively as possible both in group situations and individually by, for example:
  - Clarifying and explaining instructions;
  - Working with students with strategies to improve difficulties in language, behaviour, social skills, reading, spelling, handwriting/presentation;
  - Helping children to concentrate on and finish work set;
  - Supporting students to achieve small steps towards individual personal and academic outcomes
  - Creating appropriate resources to support students to aid learning and achievement
  - Providing support for individual students to enable them to interact positively and work cooperatively with others whether inside or outside the classroom

#### **Support for the Teacher**

- Within an agreed system of supervision, to work with the teacher to develop lessons, work plans and create a stimulating, welcoming classroom environment
- To assess, feedback and record the achievements and progress of pupils through agreed monitoring systems
- To establish and maintain constructive relationships with parents/carers by:
  - supporting their role in pupils' learning
  - providing constructive feedback on pupils progress and achievements
  - facilitating their support for their child's attendance
  - support home to school/community links
- To develop behaviour management strategies and be proactive in managing behaviour and promoting self-control, independence and integration
- To support pupil transitions and attend progress meetings as appropriate
- To accompany teachers and classes on educational visits
- To work with the class teacher to complete administration tasks and prepare displays
- To help teachers in creating resources to aid learning and achievement
- To contribute to termly and annual progress reviews

#### **Support for the School**

- To be aware of and comply with the policies and procedures relating to child protection, health and safety, security and confidentiality, reporting all concerns to an appropriate person
- To contribute to overall ethos/work/aims of the school
- To contribute to the identification and execution of appropriate out of school learning activities which consolidate and extend work carried out in class
- To attend and participate in regular meetings, and in training and other activities as required
- To assist in the general care of the school environment
- To assist with children at the beginning and end of the day as duties depict
- Within an agreed system of supervision, to facilitate learning during short periods of teacher absence for planned meetings
- To undertake broadly similar duties commensurate with the level of the post as required by the Head teacher

## Support for the Curriculum

- Within an agreed system of supervision, to deliver learning and teaching activities and adjust these when necessary
- To be responsible for the management of stock levels and for maintenance / quality /safety of specialist equipment
- To use and prepare specialist equipment, plans and resources necessary to support learning activities, taking into account the pupil's interests, language and cultural backgrounds
- To assist with the development of Literacy, Numeracy and ICT skills and to support their use in learning activities
- To undertake broadly similar duties commensurate with the level of the post as required by the Head teacher

## Professional development

- Take part in the school's appraisal procedures

*The post holder may be required from time to time to undertake other duties within the school (as directed by the Headteacher) as may be reasonably 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. The priorities for each year will be reviewed against this job description annually through performance management meetings*

## Safeguarding

- Work in line with statutory safeguarding guidance (e.g. Keeping Children Safe in Education, Prevent) and our safeguarding and child protection policies
- Be alert to when persistent absence becomes a safeguarding concern and early help may be required
- Work with the designated safeguarding lead (DSL) to promote the best interests of pupils, including sharing concerns where necessary
- The post holder will be committed to the safeguarding and promotion of the welfare of children and young people.

## Confidentiality

You should work within the rules of the Data Protection Act 2018 and adherence to GDPR when handling personal information. Private and personal information about all students and any person working for the school, in whatever capacity, should remain confidential and available only to those with a clear 'need to know'. You must not discuss school business, students or colleagues in public places or with others outside work.

The post holder must read and sign that they have read and understand the schools following documentation

- Confidentiality Policy
- Staff Code of Conduct
- Safeguarding Policy
- Keeping Children Safe in Education
- Management of Behaviour Policy

*(changes to any of these policies including any updated addendums, will be communicated to staff as they arise. Staff must read confirm their understanding of these updates as directed by the Head)*

## Professional development

- Take part in the school's JPR/appraisal procedures

## Person Specification

Teaching & Learning Support Assistant:

| Criteria                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
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| Qualifications and Training                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <ul style="list-style-type: none"> <li>GCSE Grade C or equivalent in English and Maths</li> <li>NVQ Level 2-3 (or equivalent - eg experience) in Supporting Teaching &amp; Learning or commitment to pursue CPD.</li> <li>Training in relevant learning strategies e.g. literacy, language development, Dyslexia and safeguarding (<i>desirable</i>)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Experience                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <ul style="list-style-type: none"> <li>Experience of supporting and teaching in a classroom environment</li> <li>Experience of working with students with behavioural, emotional and social difficulties</li> <li>Experience of supporting students with EHCPs (<i>Desirable</i>)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Skills and knowledge                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <ul style="list-style-type: none"> <li>Able to teach (under the direction of the lead teacher) 1:2/ small groups</li> <li>Good understanding of a child/young person's development, needs and learning processes.</li> <li>Ability to form and maintain appropriate professional relationships and boundaries with children and young people.</li> <li>Good interpersonal skills both in working relationships with young people and in forming effective professional relationships in varying contexts.</li> <li>Good written and verbal communication skills: able to communicate effectively with all children, young people, families and carers</li> <li>Ability to organise, lead and motivate a team and willingness to work constructively as part of a team</li> <li>Demonstrable IT skills and ability to use them as part of the learning process, or, the ability to develop IT skills in a reasonable timeframe.</li> <li>Good organisational and time management skills</li> <li>Strong behaviour management skills</li> </ul> |
| Personal qualities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <ul style="list-style-type: none"> <li>Empathy and understanding of students needs</li> <li>Ability to maintain a professional manner in challenging situations.</li> <li>Commitment to delivering high quality teaching and learning opportunities for every student.</li> <li>Commitment to inclusive practice.</li> <li>Have high expectations of self, students and a commitment to raising standards of achievement and attainment</li> <li>Flexible, adaptable and self motivated</li> <li>A genuine concern for the happiness and welfare of both students and staff</li> <li>Resilience</li> <li>Able to develop effective relationships with staff, students and parents/carers.</li> <li>Able to exercise discretion and judgement.</li> <li>Commitment to maintaining confidentiality at all times</li> <li>Ability to use your own initiative and work flexibly.</li> </ul>                                                                                                                                                       |