



Eton Dorney Independent Therapeutic School is a nurturing and friendly school where each person is valued and respected as an individual. We provide pupils with a broad and balanced education in a calm, safe and understanding setting in order for them to progress and succeed. We restore confidence in pupils in an inspiring learning culture. All our pupils are provided with opportunities and experiences to be encouraged, supported and challenged, as they develop the love of learning. All pupils in the school have complex learning and behavioural needs and all have Education, Health and Care plans that are met through the careful planning and delivery of a broad and balanced curriculum.

## **JOB DESCRIPTION**

**Job Title:** Teaching Assistant

**Responsible to:** Deputy Headteacher

### **JOB PURPOSE**

The successful candidate will want to embrace all aspects of our therapeutic school life and embrace Eton Dorney's vision and core values. The position of Teaching Assistant is a critical component in the realisation of our school's mission statement: 'Eton Dorney provides young people aged 8-18 with a broad and balanced education in order for them to progress and succeed in sustained education or employment. We do this through high quality teaching and learning based on effective relationships that enable the achievement of life skills and meaningful qualifications.

At Eton Dorney School, we place high value on individualised professional development, regardless of career path for all school staff. Graded "Good" at its first inspection in November 2018 the candidate for this role must be aspirational and bring considerable experience to the table to be able to lead with the Headteacher to deliver the vision and values of the school.

The candidate will have a passion for working with pupils and assisting them on their journey, which may have included all manner of set-backs in and outside of education.

It will evolve and responsibilities may be amended by the Headteacher following consultation with the successful candidate. This job description is not exhaustive, but provides an overview of the breadth and depth of the role.

- To manage, support and develop a group of marginalized young people and their families by building trusting relationships through the use of individual sessions, group work, family visits and other interventions.

- To oversee a holistic person-centred approach to a young person's journey from entry to exit, bridging the gap between their academic, behavioural and therapeutic needs.
- To develop individual education/learning plans that brings together internal, external and multi-agency professionals in order to support development, attainment and progression.
- To provide practical support to the teacher/other learning support assistants/HLTA and pupils
- To consistently promote positive values, attitudes and behaviour
- To support pupils in their learning and development in small groups or with individual pupils as directed treating them with respect and consideration
- To help raise standards of achievement for all pupils
- To encourage the social and emotional development of pupils
- To encourage pupils to participate in all aspects of school life
- To help pupils to become more independent
- To promote the inclusion and acceptance of all pupils
- To embed safeguarding and inclusion principles at the heart of all practice.

### **OBJECTIVES**

- Acting as an outstanding role model for young people and building young people's confidence to aspire in chosen career choices, and support in making positive choices to support their learning, mental health and overall wellbeing.
- Develops a supportive and integral role within the school across the whole area.
- Develops positive relationships with students, parents/carers, external agencies (e.g. social services) and other key stakeholders.
- Develops positive relationships with key personnel in CSFC.

### **MAIN DUTIES AND RESPONSIBILITIES**

**Working under the direction and supervision of a qualified teacher, Lead Teaching Assistant or Deputy Head Teacher:**

#### **Planning & Expectations**

Working within the school's policies and procedures to:

- Promote equal opportunities for all pupils
- To contribute to discussions, with the teacher and Lead TA, on the development of work programmes, work activities and support programmes for pupils
- Contribute to the preparation of teaching resources and materials
- Provide feedback to pupils and the teacher
- Attend and participate in relevant meetings as required

#### **Teaching & Learning Activities**

- Prepare classroom as directed for lessons and clear afterwards
- Assist in the display of pupil's work
- Communicate effectively and sensitively with pupils to support their learning
- Promote and support the inclusion of all pupils in the learning activities in which they are involved
- Ensure that equal opportunities, bullying or harassment issues are dealt with appropriately as they arise in conjunction with the teacher/teaching assistant team
- To assist with the supervision of, and encourage good behaviour amongst, pupils

- Manage safely the teaching space and resources within the school
- To work with individuals or small groups under the supervision of the teacher which may be carried out in the classroom or outside the main teaching area
- To cover lessons in the absence of the class teacher as and when required

### **Professional Values & Practice**

- Have high expectations of all pupils and assist the promotion/reinforcement of pupil's self esteem
- Respect pupils' social, cultural, linguistic, religious and ethnic backgrounds
- Build and maintain successful relationships with pupils, treating them consistently, with respect and consideration and to be concerned for their development as learners
- Demonstrate and promote the same positive values, attitudes and behaviour that are expected from pupils
- Work collaboratively with colleagues to meet the needs of all pupils (inc SEN pupils)
- Carry out all aspects of the role effectively and to seek help, advice or guidance as necessary

### **General**

- To maintain a safe environment for pupils, staff and visitors to the school
- Supervise pupils off site on school trips and other external visits
- To provide welfare support for pupils

### **Additional Duties**

Any other duties which reasonably fall within the purpose of the post, and which may be allocated by the Teacher/Lead TA. This may include:

- Collecting money
- Chasing absences
- Preparing class lists
- Record keeping and filing
- Produce classroom displays
- Stock taking
- Responding to IT malfunctions by carrying out basic checks and where necessary requesting appropriate technical assistance
- Maintaining attendance figures
- Collate pupil reports
- Any other duties as directed by the teacher/Lead TA that are commensurate with the level of the role. For Teaching Assistants working in primary schools this might include assisting children with personal cleanliness, dressing and undressing as appropriate

### **PERSONAL SPECIFICATION**

	ESSENTIAL	DESIRABLE
QUALIFICATIONS & TRAINING	<ul style="list-style-type: none"> <li>• A relevant qualification (BA Level desirable) in working with young people, e.g. teaching, youth and community work, social work, counselling, mentoring.</li> <li>• Level 2 English and Maths</li> <li>• DBS (Enhanced Level)</li> </ul>	

EXPERIENCE	<ul style="list-style-type: none"> <li>• Experience of working with our cohort of young people including those with complex, high behaviour and additional learning needs.</li> <li>• Extensive behaviour management experience with students who have complex needs and extreme behaviour</li> <li>• Experience of working with complex young people and families who have social, emotional and behavioural difficulties including those who are from a variety of ethnic groups and cultures or who may be vulnerable or disadvantaged in some way.</li> <li>• Experience of working within a learning environment and being actively part of supporting the learning process.</li> <li>• Building sustainable relationships with young people and their families, both formally and informally.</li> <li>• Assessing family situations and needs to develop and implement effective strategies, risk assessments and individual educational / learning support plans.</li> <li>• Working with a range of issues affecting young people and their families, such as substance misuse, domestic violence, multiple exclusions, offending behaviour and SEN /children in care.</li> <li>• Using a holistic person-centred approach when working in or with multi professional teams / agencies.</li> <li>• Managing complex cases from level 2-4 on the continuum of need.</li> <li>• Report writing.</li> <li>• Adhering to safeguarding Policies (KCSIE 2018) and procedures.</li> </ul>	
KNOWLEDGE & UNDERSTANDING	<ul style="list-style-type: none"> <li>• An understanding of the political and educational context of social inclusion.</li> <li>• A knowledge of behavioural management techniques and understanding of de-escalation techniques.</li> <li>• An understanding of the social, emotional and intellectual needs of young people and families.</li> <li>• An understanding of multi-agency work and the roles of these disciplines.</li> <li>• An understanding of childcare, child development and supporting theories,</li> </ul>	

	<p>Emotional literacy, attachment, brain development, etc.</p> <ul style="list-style-type: none"> <li>• A knowledge and understanding of influences on parenting and parent-child relationships.</li> <li>• A knowledge and understanding of influences on children and young people. E.g. peer pressure, gang culture, bullying, peer on peer abuse, FGM, drugs, missing children in education, online safety, children’s wishes, etc.</li> <li>• Knowledge of Safeguarding (KCSIE 2018) &amp; Equality acts.</li> <li>• Pastoral care and safeguarding of children</li> <li>• Statutory requirements and legislation concerning Ofsted, SEND and Safeguarding Children</li> <li>• Strong IT skills and to be able to use technology efficiently</li> <li>• Excellent written and verbal communication skills</li> </ul>	
<p>PERSONAL CHARACTERISTICS</p>	<ul style="list-style-type: none"> <li>• Maintain records and prepare written reports.</li> <li>• Communicate effectively, both verbally and in writing, with colleagues, parents/carers and other agencies.</li> <li>• Enthusiastic and a natural ‘self-starter’</li> <li>• Able to show initiative</li> <li>• Resilient and able to cope effectively with change and in a challenging environment.</li> <li>• Competency with certain IT application, specifically MS word, Excel, internet and Explorer.</li> <li>• Able to empathise with children and put their needs first</li> <li>• Have the ability to form positive relationships with pupils, staff and parents</li> <li>• Imaginative, creative and adaptable</li> <li>• Excellent team player, empathetic of the needs of the team</li> <li>• Have excellent administrative and organisational skills</li> <li>• Organised, resourceful, excellent time keeper, approachable, committed and enthusiastic</li> <li>• Have a sense of humour and the ability to make learning fun</li> </ul>	<ul style="list-style-type: none"> <li>• Proven ability to negotiate with and influence a variety of internal and external stakeholders.</li> </ul>

	<ul style="list-style-type: none"> <li>• Sympathetic to the values and mission of our school</li> <li>• A strategic thinker</li> <li>• Patient and resourceful</li> <li>• Reliable and trustworthy</li> </ul>	
OTHER WORK REQUIREMENTS	<ul style="list-style-type: none"> <li>• A commitment to CSFC and the Education directorate’s vision and values.</li> <li>• A passion for achieving positive outcomes for young people and lifelong learning.</li> <li>• A willingness to be involved in the wider life of the school.</li> <li>• A personal commitment to professional development.</li> <li>• Able to work flexibly to meet the needs of the school including some evening and weekend work when applicable.</li> <li>• CSFC is committed to safeguarding and promoting the welfare of children and young people and we expect all our employees to comply with our safeguarding policies.</li> </ul>	<ul style="list-style-type: none"> <li>• Driver</li> </ul>

SIGNED.....

Post Holder

DATE.....

SIGNED.....

Head Teacher

DATE.....