

## SUPPORT STAFF

### JOB DESCRIPTION

<b>ROLE TITLE</b>	Teaching Assistant
<b>CONTRACTED HOURS</b>	Part-time, 35 hours per week/ 38 weeks per year
<b>LOCATION</b>	Sir Bobby Robson School
<b>GRADE / SCALE POINT – SALARY</b>	Grade 3, SP 4-6
<b>REPORTING TO</b>	Headteacher

#### INTRODUCTION

Through geographical hubs of like-minded schools and a vision of excellence that is shared by all, schools smash through barriers to achieve more than others think possible.

- The vision of Unity Schools Partnership is to achieve the highest standards of education in its primary, secondary and special schools.
- It is our intention that all trust schools, and the trust as a whole, be recognised locally and nationally for the exceptional quality of its educational provision.
- We are a family of interdependent schools with a shared ambition to transform lives.
- We are committed to the development of a very high-quality, and evidence-informed, model of how excellence is achieved.
- Our work is fostered by geographical hubs of schools in close proximity that understand their specific communities.

The trust expects its work to be characterised by:

**INTEGRITY**

**INCLUSION**

**KINDNESS**

The vast majority of schools are now successful, well-performing schools and judged 'good' by Ofsted. The ambition over the next three years is that schools across the trust become excellent schools, characterised by top quartile performance and with the capacity to support more schools in the area that need support to benefit from being part of the trust.

In order to achieve this ambition, the trust will focus on:

**Excellent education** – we have plans for work in primary, secondary and special education which aim by 2028 to achieve top quartile performance in primary and secondary results and that has very high approval ratings externally and from parents for children with special educational needs.

**Excellent staff** – we have a People Strategy that includes the ambition of being the employer of choice for school staff in the region.

**Excellent support for schools** – we have included in our plans for work in primary, secondary and special education how schools are supported to provide excellent education and we have an operational plan for wider support for schools in the trust, those who wish to be associated with the trust and those who potentially might wish to join the trust.

Every member of staff is required to uphold and promote the values of the Trust in every aspect of their work performance.

## **JOB PURPOSE**

As a Teaching Assistant at Sir Bobby Robson School, you will:

- Work closely with teachers to support learning in small classes and through 1:1 or group interventions.
- Help pupils overcome barriers to learning and develop confidence, resilience and positive relationships.
- Support pupils with literacy, numeracy and a broad curriculum that includes P.E., art, music, vocational and outdoor learning.
- Contribute to enrichment opportunities that extend learning beyond the classroom.
- Play an active part in creating a safe, nurturing, and aspirational environment for all pupils.

## **KEY TASKS & RESPONSIBILITIES**

You might already have experience of working with children and young people, or you may be considering education as the next step in your career. Either way, what matters most is that you are:

- Someone with patience, empathy and a genuine passion for helping children and young people succeed.
- Someone who is resilient and able to support pupils through the challenges that SEMH needs can bring.
- A team player who thrives in a supportive and positive staff culture.
- Someone keen to learn – we'll provide high quality training and CPD opportunities through both our school and the Trust.

Experience of working with pupils with SEND or SEMH is desirable but not essential.

## **WHY JOIN US?**

- Be part of a school with a strong vision and values.
- Work in smaller classes with a high staff to pupil ratio.
- Access Trust-wide CPD, training and career development opportunities.
- Make a lasting difference to the lives of children and families in Suffolk.

## **SAFEGUARDING**

Unity Schools Partnership is committed to safeguarding and promoting the welfare of children and young persons at all times.

The post holder, under the guidance of the Headteacher, will be responsible for promoting and safeguarding the welfare of all children with whom he/she comes into contact, in accordance with the Trust's and the school's safeguarding policies. The post holder is required to obtain a satisfactory Enhanced Disclosure from the Disclosure and Barring Service (DBS).

## **GENERAL**

1. Actively contribute to and promote the overall ethos and values of the School and the wider Trust.
2. Participate in training and other learning activities and performance development as required.
3. Maintain consistent high standards of professional conduct, tact and diplomacy at all times in dealings with pupils, parents, staff colleagues, external agencies and any other visitors to the school or wider Trust.
4. Maintain absolute confidentiality and exercise discretion with regard to staff / pupil information and the Trust's business at all times.
5. Act as an ambassador for the School and the wider Trust within the local community and beyond, ensuring that the ethos and values of the Trust are promoted and upheld at all times.
6. Undertake any other reasonable tasks and responsibilities as requested by the line manager or a member of the Senior Leadership or Trust Executive Leadership Teams which fall within the scope of the post.

### PERSON SPECIFICATION

CRITERIA	ESSENTIAL	DESIRABLE
KNOWLEDGE		
<b>Technical or Specialist</b>	<ul style="list-style-type: none"> <li>NVQ or equivalent in a relevant subject</li> <li>Experience of working with children or young people (school, youth work, care or community settings).</li> <li>Understanding of how social, emotional and mental health (SEMH) needs affect learning and behaviour.</li> <li>Basic knowledge of first aid (or willingness to undertake training).</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge of School / Trust Computer systems</li> <li>Experience of working with children or young people, especially those with SEND/SEMH.</li> <li>Awareness of health and safety and safeguarding procedures in schools.</li> <li>Understanding of common medical conditions (e.g. asthma, epilepsy).</li> <li>Knowledge of strategies to support social, emotional and behavioural needs (e.g. restorative practice, trauma-informed approaches).</li> <li>Experience or knowledge of targeted SEND interventions as well as their implementation and tracking.</li> <li>Relevant qualifications (e.g. NVQ Level 2/3 or equivalent in related area).</li> <li>First aid training</li> <li>Awareness of safeguarding procedures in schools.</li> </ul>
<b>Literacy and Numeracy</b>	<ul style="list-style-type: none"> <li>Secondary education up to GCSE level or equivalent</li> <li>Ability to set out letters / documents and to use grammar correctly</li> <li>Able to carry out basic calculations accurately</li> <li>Computer literate</li> <li>Able to main routine records e.g. school meals, sale of tickets, supplies.</li> <li>Ability to read and understand school policies, pupil records and instructions.</li> <li>Ability to complete records such as incident forms, behaviour logs and progress notes accurately and promptly.</li> </ul>	<ul style="list-style-type: none"> <li>Competent and confident in use and interpretation of databases and spreadsheets.</li> </ul>
<b>Organisational</b>	<ul style="list-style-type: none"> <li>Ability to follow school policies and routines consistently.</li> <li>Reliable and punctual, able to manage time</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge of Trust's administrative procedures</li> </ul>

	<p>effectively to support lessons and interventions.</p> <ul style="list-style-type: none"> <li>Willingness to contribute to wider school life, including enrichment activities.</li> </ul>	e.g. ordering / incoming and outgoing post
<b>Equipment / Materials</b>	<ul style="list-style-type: none"> <li>High level, accurate keyboard skills.</li> <li>Able to use / operate general office equipment e.g. printers, photocopiers, binder, computers</li> </ul>	
<b>Research</b>	<ul style="list-style-type: none"> <li>Able to use the internet effectively for routine research</li> <li>Ability to gather resources and information under the direction of the teacher to support planned learning.</li> </ul>	
<b>Problem Solving</b>	<ul style="list-style-type: none"> <li>Ability to check stock deliveries accurately</li> <li>Ability to resolve a range of day-to-day problems, using own initiative.</li> <li>Know when it is appropriate to refer upwards</li> <li>Ability to recognise when pupils need support and respond appropriately.</li> <li>Confidence to make day-to-day decisions within agreed procedures, knowing when to seek guidance.</li> </ul>	
<b>Creative Thinking</b>	<ul style="list-style-type: none"> <li>Design and produce documents / advertisements etc</li> <li>Ability to adapt support depending on pupils' age, ability and SEMH needs and/or wider SEND needs.</li> <li>Contribute ideas to create a positive and engaging learning environment, including through enrichment activities.</li> </ul>	
<b>Planning</b>	<ul style="list-style-type: none"> <li>Organised and methodical approach to admin tasks</li> <li>Ability to manage and coordinate projects and in-house events</li> </ul>	
<b>Interpersonal and Communication</b>	<ul style="list-style-type: none"> <li>Tact and diplomacy second nature</li> <li>Articulate with a good grasp of the English language</li> <li>Patience and tolerance when dealing with parents / pupils who may be upset or appear unreasonable</li> <li>Understanding of the necessity and ability to maintain absolutely confidentiality</li> <li>Pleasant and helpful telephone and face-to-face manner</li> <li>Ability to function effectively as part of a team</li> <li>A genuine commitment to supporting children and young people with SEMH needs.</li> <li>Patience, resilience and empathy when</li> </ul>	<ul style="list-style-type: none"> <li>Ability to use positive behaviour management strategies to de-escalate situations calmly and consistently.</li> <li>Experience of using restorative conversations to rebuild trust and relationships.</li> <li>Ability to model emotional regulation and support pupils in developing self-regulation skills.</li> <li>Confidence in engaging parents/carers in constructive and</li> </ul>

	<p>working with children who may display challenging behaviour.</p> <ul style="list-style-type: none"> <li>• Ability to build positive relationships and act as a role model.</li> <li>• Good communication skills – able to listen, encourage and guide.</li> <li>• Ability to work as part of a team and follow guidance from teachers and leaders.</li> <li>• Willingness to learn new strategies and engage in professional development.</li> <li>• Commitment to safeguarding and promoting the welfare of children and young people.</li> <li>• Ability to maintain confidentiality and uphold safeguarding expectations.</li> <li>• Good written communication skills.</li> </ul>	<p>supportive dialogue about their child's progress.</p>
<b>Keyboard/ Technology</b>	<ul style="list-style-type: none"> <li>• High level keyboard skills</li> <li>• Ability to use IT confidently to support pupils' learning (e.g. supporting use of iPads, online learning platforms, etc).</li> <li>• Ability to maintain simple electronic records (e.g. behaviour logs, incident reports or progress notes).</li> <li>• Basic skills in word processing and email communication.</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of using IT creatively to engage pupils with SEMH or SEND needs (e.g. multimedia, apps or assistive technology).</li> <li>• Knowledge of online safety and how to support pupils in using technology responsibly.</li> <li>• Confidence in using school systems (e.g. MIS, safeguarding platforms, etc).</li> </ul>
<b>Manual Skills</b>	<ul style="list-style-type: none"> <li>• Routine manual handling skills</li> <li>• Ability to support pupils in practical and vocational lessons, ensuring safe use of tools and equipment.</li> </ul>	
<b>Level of Autonomy</b>	<ul style="list-style-type: none"> <li>• Able to make day-to-day decisions about own workload, within clear guidelines and procedures. Supervisory assistance is available most of the time.</li> <li>• Able to work under the direction of a teacher while also using initiative to support pupils independently.</li> <li>• Confident to supervise individuals or small groups in lessons, during enrichment or on class trips.</li> <li>• Able to make sound decisions about when to refer concerns to colleagues or leaders.</li> </ul>	