



## Job Description

<b>Position:</b>	Higher Level Teaching Assistant & Graduated Approach Coordinator
<b>Responsible To:</b>	SENCO
<b>Responsible For:</b>	N/A
<b>Grade:</b>	SC4
<b>Working Pattern:</b>	Term time only
<b>Disclosure Level:</b>	Enhanced DBS

### Core purpose of the post:

Under the guidance of teaching/senior support staff, provide support for students who are in receipt of an EHCP or who have specific needs.

Act as the coordinator for students graduated approaches. Oversee the SEND teams graduated approach documentation.

### Duties and responsibilities attached to this post are as follows:

#### Graduated Approach Coordinator

1. Oversee the graduated approach process by checking the evidence paperwork.
2. Offer advice to SEND staff on completing the graduated approach paperwork.
3. Support staff in preparing for parent phone calls or parents meetings.
4. Update the graduated approach paperwork if and when required.
5. Organise support meetings for SEND staff with regards to holding student meetings/ check ins
6. Work alongside the SENCO, Assistant SENCO, SEND teacher and SEND Administrator in ensuring that all students on the SEND register have a graduated approach and a pupil passport.
7. To quality assess the pupil passports and graduated approaches ensuring consistency.
8. Assist in the preparation of Annual Reviews with sharing graduated approaches and pupil passports with SEND administrator.

#### Generic roles- Front Classroom

1. To register the students in the front classroom when in the room to oversee them.
2. To oversee the students in the front classroom who are timetabled to work in there.
3. To support pupils who come up on a time out using regulation strategies and approaches such as zones of regulation.

4. To provide work for the pupils who are sent up from the super curriculum or staff cover folders.

#### **Generic roles- TA time**

1. To develop individual students' skills including language, communication, social skills, and positive management of behaviour.
2. To assist in the analysis of needs and the planning and application of individual programmes.
3. To assist assigned pupils within the mainstream setting (this includes in mainstream classrooms and in all other areas of the school inside and outside of lesson times).
4. To accompany assigned pupils on out of school activities (to be negotiated if outside school).
5. To communicate with parents/ carers, teachers and other professionals as required.
6. To assist with and give oral and written feedback on individual progress in all areas and levels of progress and attainment.
7. To help with the differentiation of work.
8. To take part in in-service training, relevant performance management arrangements and other meetings as required.
9. To provide information that supports the preparation, monitoring and review of ISPs and to action appropriate tasks from the ISPs.
10. Other appropriate duties as reasonably required by the Head of Faculty or Inclusion Manager.
11. To undertake all duties and inter-actions with staff, partner providers and pupils fairly, without unlawful discrimination and with due regard to our Equal Opportunities Policy.

#### **Teaching and learning**

1. Encourage and support the learning of pupils by complementing teaching and learning strategies deployed by the teacher.
2. Ensure pupils are appropriately supported in their learning be it academic, practical, behavioural or social, by adopting strategies as directed by the teacher or Head of Faculty.
3. Create and adapt appropriate quality resources in advance of lessons planned.
4. Liaise with subject staff to ensure the effective delivery of the curriculum and to help raise standards of achievement.
5. Plan and implement activities for individuals and/or groups of pupils after consultation with a qualified teacher, differentiating and adapting a learning programme to suit the needs of allocated pupils.
6. Assist with management and completion of individual assessment, ISPs and records and reports on development, progress and attainment through observation, consultation with subject teachers, recording and filing.
7. Act as a reader or scribe in both internal and external examinations.

#### **Pastoral Care**

1. Uphold the School's Code of Conduct through effective delivery of its aims.
2. Guide and support pupils in their personal, emotional and social development.
3. Under the direction of the Head of Inclusion, promote and model positive behaviour in all teaching areas.

#### **Communication**

1. Establish and maintain a positive relationship to foster links between home and school.
2. Be aware of confidential issues linked to home/pupil/school/teacher.

3. Work collaboratively with colleagues to meet the needs effectively of all pupils.
4. Communicate concerns and observations to the relevant person regarding health and safety issues and child protection issues to maintain the school's duty of care.

### **Personal Training and Development**

1. Regularly review own practice, set personal development targets and take responsibility for own continuous professional development.
2. Attend relevant INSET courses.

### **General**

1. Escort pupils, accompanied by a teacher, to sports or other school facilities or trips off the school premises and engaging in the learning process for the benefit of the pupils.
2. To undertake exam invigilation, as required.
3. To undertake half an hour of lunchtime supervision as required.
4. To actively support the vision, ethos and policies of the School
5. To promote and safeguard the welfare of children you come into contact with
6. To carry out other duties as are required and as are commensurate with the grade of the post.
7. This job description only contains the main duties relating to this post and does not describe in detail all the tasks required to carry them out.

### **Special Notes and Conditions**

The nature of the work necessitates strict confidentiality, no information obtained during or after working hours should be discussed other than with relevant staff.

*This role profile is not exhaustive; it will be subject to periodic review and may be amended to meet the changing needs of the business. The post holder will be expected to participate in this process and Oldfield School would aim to reach agreement to the changes.*

### **Person Specification**

#### **Essential / Desirable (D)**

#### **Qualifications (minimum)**

Special Needs & Disabilities (SEND) Teaching Assistant Level 3 or prepared to work towards this. (D)

Specialist qualification in SEND or prepared to work towards this.

Level 2 (minimum) qualification in literacy and numeracy.

#### **Skills and Experience**

Experience of working with young people

Excellent literacy and communication skills.

Ability and experience in designing and delivering training workshops.

Ability to lend subject-specialism to the learning and development of secondary-school pupils.

Practical work experience to give a thorough understanding of the processes and practices required in role.

Awareness and general understanding of the safeguarding protocols and other relevant legislation and protocols, notably data protection and health and safety.

#### **Personal qualities**

Enthusiasm, initiative, resilience and pro-activity.

Willingness to learn and participate in a dynamic educational setting.

Ability to be a role model to young people.

Genuine and demonstrable interest in working with young people and education.  
Commitment to achievement for all, regardless of background or ability.