

## JOB DESCRIPTION & PERSON SPECIFICATION

### TEACHING ASSISTANT (EYFS/KS1-2)

Full-time, term time only

**Salary/Grade:** (for Level 3 qualified) Grade E | SCP 8 £26,824 + SEN £1,539 (Pro rata to TTO)

**Responsible to:** Senior Leadership Team

Cedars Low Fell and Cedars High Heworth are part of Cedars Academy Trust. We educate children with complex needs from EYFS to Year 11 at our school in Low Fell and young people with complex needs in Key Stages 3, 4 & 5 at our setting in High Heworth, Gateshead. We are seeking to appoint an enthusiastic, caring and reliable Teaching Assistant to begin as soon as possible.

Our teaching assistants work closely in a class team to support the learning and personal development of the young people in their care. Our teams provide innovative and inclusive programmes where key skills are embedded within a range of practical and sensory approaches in the classroom, the outdoor environment and in our therapeutic spaces.

Although some experience of working with young people with learning difficulties and disabilities would be advantageous, we provide training and support for new members of the team. Being able to work well in a team, having a caring disposition and a commitment to understanding the learning and emotional needs of our students is essential.

To apply, please complete the application form and return it to [recruitment@cedarstrust.org.uk](mailto:recruitment@cedarstrust.org.uk)

If would like to have an informal discussion about the role, or arrange a visit of our School/College, please email **Joanne Carr, Deputy Headteacher** at [joanne.carr@cedarstrust.org.uk](mailto:joanne.carr@cedarstrust.org.uk) or **Gareth Kyle, Business Manager** at [gareth.kyle@cedarstrust.org.uk](mailto:gareth.kyle@cedarstrust.org.uk)

#### Safeguarding Statement

All staff and trustees are committed to our moral and statutory responsibility to safeguard and promote the welfare of all children at Cedars Academy. We endeavour to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support and protection. Our safeguarding procedures apply to all staff volunteers, visitors and trustees and are consistent with those of the Gateshead Safeguarding Children Partnership.

<b>Job Description</b> <b>The Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment</b>	
<b>Summary of the role:</b>	To undertake work/care/support programmes, prepare general support in the preparation and maintenance of resources and support the class team in ensuring the health and safety of children. Work may be carried out in the classroom, outside or in any of our therapeutic spaces. Teaching assistants work under the guidance of the Class Lead. <b>A commitment to developing Relational Practice and positive regard for children is essential to the role.</b>
<b>Accountable to:</b>	Senior Leadership Team

<b>Main duties and responsibilities:</b>	<b>Providing support for pupils by</b> <ul style="list-style-type: none"> <li>Attending to personal needs and implementing related personal programmes, including social, health, physical, hygiene and welfare matters</li> <li>Supervising and supporting children ensuring their safety and access to learning</li> </ul>
--	--

- Establishing good relationships, acting as a role model and being aware of and responding appropriately to individual needs
- Promoting the inclusion and acceptance of all learners
- Encouraging interaction with others and engaging children in activities led by the teacher
- Encouraging children to act independently as appropriate
- Assisting with the development and implementation of Personal Learning Plans
- Provide feedback to pupils under guidance of the teacher
- Establishing caring and professional relationships with children, acting as a role model and setting high expectations
- Supporting children consistently whilst recognising and responding to their individual needs
- Supporting and encouraging children to demonstrate a resilient approach to learning and in their peer relationships

**Providing Support within Classroom Teams by**

- Preparing the classroom as directed for lessons/ learning sessions, clearing afterwards and assisting with the recording of pupils achievements.
- Being aware of children's concerns/progress/achievements and discussing the Class Lead
- Undertaking record keeping as requested, eg filing of records and pupil profiles
- Working with the team to support emotional and/or sensory regulation of the children in the class
- Gathering/reporting information from/to parents/carers as directed
- Using strategies, guided by the team lead, to support children to achieve learning goals
- Monitoring children's responses to learning activities and accurately record/report achievement/progress
- Working with the Team Leader/Teacher to help establish an appropriate learning environment
- Promoting positive values, attitudes and self-regulation, dealing promptly with incidents in line with established policy

**Providing support for the Academy by**

- Contributing to the overall ethos/work/aims of the school/college
- Working within a designated School Improvement Team to facilitate school improvement programmes across the Academy as described in the School Improvement Plan
- Working as part of the team in ensuring all students are collected safely at the end of the day by school transport, parents or carers
- Playing a full and flexible role in the corporate life of the school/college e.g. by completing duties, supporting educational visits and other extra-curricular activities
- Being committed to the safeguarding and promotion of the welfare of children and young people
- Being aware of and complying with policies and procedures relating to child protection, behaviour, anti bullying, anti racism, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person
- Setting an example to students through exemplary conduct, professional and tidy appearance, excellent time-keeping and attendance
- Participating in training and other learning activities as required
- Such other responsibilities allocated which are appropriate to the grade of the post

**Person Specification**

**TEACHING ASSISTANT:**

The Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment

	Essential	Desirable	Method of assessment
<b>Qualifications</b>	<p>Good Numeracy &amp; literacy Skills eg level 2 qualification in English and Maths GCSE Level or equivalent qualification</p> <p>Training/qualifications in relevant learning strategies and specialist knowledge in a particular curriculum area</p>	<p>NVQ Level 2/3 for Teaching Assistants or equivalent qualification</p> <p>DfES Teacher Assistant Induction Programme</p> <p>Full First Aid Qualification</p> <p>ICT competency and/or qualification</p>	Production of the applicant's certificates
<b>Experience:</b>	<p>Working with and supporting children and young people with additional needs.</p> <p>Working as part of a team</p>	<p>Working with and supporting children and young people with additional needs in an educational setting.</p> <p>Working with young people in an EYFS/Semi-Formal approach</p> <p>Working with young people with emotional and social development needs.</p>	Contents of the Application Form Interview Professional references
<b>Skills</b>	<p>Ability to relate to children with a range of needs, including social, emotional regulation difficulties.</p> <p>Adaptable and flexible towards different children's needs</p> <p>Ability to inspire and enthuse children</p> <p>Ability to work effectively and positively as a team member</p> <p>Innovative and enthusiastic approach</p> <p>Positive attitude to Equal Opportunities</p> <p>Ability to communicate clearly both verbally and in writing</p>	<p>Ability to liaise effectively with external contacts, other staff and parents/carers</p> <p>Ability to use IT effectively for learning and associated administrative duties</p> <p>Experience of communication packages such as In Print</p> <p>Evidence of strong relationships with students and a concern</p>	Contents of the Application Form Interview Professional references

	<p>Proven ability to cope with and manage change</p> <p>Effective interpersonal skills</p> <p>Professional approach at all times</p>	<p>for their individual progress</p> <p>Effective organisational skills</p>	
<b>Knowledge</b>	<p>Basic understanding of child development and learning</p> <p>Awareness of methods of working with children with SEN, emotional, behavioural or social/communication disorders</p>	<p>Understanding of relevant learning strategies</p> <p>General understanding of EYFS, national curriculum and other basic learning programmes / strategies</p> <p>Considered understanding of the principles of child development and learning processes</p>	<p>Contents of the Application Form</p> <p>Interview</p> <p>Professional references</p>
<b>Personal competencies and qualities</b>	<p>Motivation to work with children and young people with SEND, including emotional and social communication difficulties.</p> <p>Ability to form and maintain appropriate relationships and personal boundaries with children and young people</p> <p>Emotional resilience in working with challenging behaviours</p> <p>Good timekeeping and reliability</p> <p>Good attendance record</p>	<p>Motivated to support the extra-curricular and enrichment work of the Academy</p>	<p>Contents of the Application Form</p> <p>Interview</p> <p>Professional references</p>
<b>Other Requirements post job offer</b>	<p>Valid work permit and DBS clearances</p> <p>Able to fulfil the Occupational Health requirements for the post</p> <p>Appropriate Job References</p>		<p>DBS Clearance</p> <p>Work permit</p> <p>Valid documentation</p> <p>Occupational Health questionnaire</p> <p>Satisfactory references</p>

COMPLETED APPLICATION FORMS SHOULD BE FORWARDED TO: [recruitment@cedarstrust.org.uk](mailto:recruitment@cedarstrust.org.uk)

Or CEDARS ACADEMY, IVY LANE, LOW FELL, GATESHEAD, NE9 6QD

This Job Description is a general outline of the post as it is currently perceived by Cedars Academy. It is not intended to be restrictive or definitive.

Each member of staff will have an individual work plan agreed with them following appointment to the post, which is aligned to the organisation's strategic plan.

The responsibilities of the post may change in line with continuous improvements as Cedars Academy aims to meet its vision and best respond to the needs of disabled people accessing our services.

This job description will be reviewed annually (and may be reviewed at any other time) and if necessary other duties at no higher level of responsibility may be interchanged with/added to this list as required following consultation between the post holder and the head teacher.

CEDARS ACADEMY IS AN EQUAL OPPORTUNITIES EMPLOYER